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ABSTRACT

This evaluation reports the 1975-76 project outcomes for career education projects in Crisp and Liberty counties in Georgia, which were initiated in 1972 with the purposes of (1) developing and operating rural demonstration centers in South Georgia, whose programs reflect a sequential education process, based on career education concepts, and (2) producing transportable strategies and materials needed for the middle/junior high school to bridge the gap in the sequential flow of career awareness and exploratory experiences. The report is organized in four sections: Overview of the Project (process description and evaluation), Evaluation Design, Outcome Results (achievement of objectives), and Evaluation Summary (general project conclusions, process summary and highlights, and general conclusions and implications). The Appendixes, covering approximately half the document, contain tables showing the results of the career education questionnaire, results of the project evaluation questionnaire, results of statistical analyses, and results of educational and career plans survey. (TA)

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ED134838

EVALUATION REPORT

of

CAREER EDUCATION FOR RURAL GEORGIANS

Crisp and Liberty Counties, Georgia

1975-76

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Missouri Evaluation Projects
University of Missouri
Columbia, Missouri

December, 1976

Frank E. Wellman, Director

CE 010 113

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CAREER EDUCATION FOR RURAL GEORGIANS

EVALUATION REPORT 1975-76

Crisp and Liberty Counties, Georgia

INTRODUCTION

The career education projects in Crisp and Liberty Counties were initiated in 1972 under part C of the Vocational Education Act. The project outcomes have been reported annually each of the last three years. In 1973 the Georgia State Department of Education submitted and received approval of a proposal for the continuation of the Crisp and Liberty Counties projects under part D of the Vocational Education Act. These projects have operated for the last three years under part D with two basic purposes:

1. To develop and operate two rural demonstration centers in South Georgia, whose programs reflect a sequential education process, based upon career education concepts.
2. To produce transportable strategies and materials needed for the middle/junior high school to bridge the gap in the sequential flow of career awareness and exploratory experiences.

The third party evaluation was contracted with the University of Missouri-Columbia. The basic evaluation of the 1975-76 project outcomes was carried out under tha same general plan developed for the 1972-73 evaluation (see section on

evaluation design). The evaluation was cooperatively planned and implemented with full participation by the project directors, the Georgia State Department of Education staff, and the University of Missouri Evaluation projects staff.

This report is organized in four sections: (1) Overview of the Project, (2) Evaluation Design, (3) Outcome Results (Achievement of Objectives), and (4) Conclusions and Implications. The description and evaluation of the project process is included in the overview section, and the pupil outcomes are reported in the section on outcome results.

OVERVIEW OF THE PROJECTS

The Career Education for Rural Georgians projects were designed and implemented in 1972-73, and continued for the three following years, to facilitate the career development of selected pupils in all grades from kindergarten through twelve in two rural Georgia school districts. These projects were located in Crisp and Liberty Counties which represent two rural settings with different demographic characteristics.

Liberty County is located in the southeastern section of Georgia with its eastern boundary being the Atlantic Ocean. The population of the county is about 18,000 with a racial mix of about 50-50. Liberty County is a poor county in that approximately thirty-two percent of the population fall into the low income category below the poverty level. About three-fourths of the wage earners in the county work at Fort Stewart, a large military complex located in the county. Approximately twenty-two percent of the people are employed in manufacturing or service occupations. The largest industry is forestry, and the largest industrial company is the Interstate Paper Company. Several small manufacturing companies are also located in the county. Farming accounts for only three percent of the labor force. Job opportunities in the county are quite scarce.

The school population of the county exceeds 1000 pupils in three elementary schools, a middle school, and a senior high school.

Crisp County is a farming and industrial county with a population of approximately 18,000. The racial mix of the county is 52% black and 48% white. Crisp County has a substantial proportion of middle income families; yet about 32 percent of the families in the county fall below the poverty level. The economy of the county is largely split between the three areas of manufacturing, agricultural industries and agri-processing. The principal manufacturing industries are textiles, metal fabrications, and mobile trailers. Its location on U.S. Interstate Highway 75, U.S. 41, and U.S. 280 along with Georgia Highways 257 and 90 have made Cordele a motel and restaurant center.

The Crisp County System is composed of six schools with a student population of more than 4,000 with more than 200 teachers. The student ethnic background is 52% black and 48% white.

Career education goals and objectives or outcome expectancies were specified in the original plan for each grade group as a point of departure and rationale for the process activities of the projects. Five career development goals were stated as the general purposes of the projects. These goals served as the directional focus for the career education activities, and as the basis for developing outcome measures for the evaluation of the projects. The five goals and the applicable grade groups were:

Goal 1.0: SELF AWARENESS - To become aware of self-characteristics related to career development. (K-12)

Goal 2.0: CAREER AWARENESS - To develop awareness of the psychological, economical, and sociological aspects of work and careers. (K-12)

Goal 3.0: DECISION MAKING - To develop career decision-making knowledge and skills. (K-12)

Goal 4.0: CAREER PREPARATION - To develop understandings of the relationships between academic work and career preparations, and to progress in personal career preparation. (K-12)

Goal 5.0: PLACEMENT - To attain educational and/or occupational placement for the pupil upon separation from the school. (7-12)

Each goal was operationalized by (1) specifying pupil outcome expectancies for each grade level, and (2) planning, organizing, and implementing career education activities to achieve the pupil outcomes. The specific objectives, or outcome expectancies, for each goal and each grade group are outlined below in the Outcome Results section along with the instrumentation used to measure each outcome.

Process Description.

Information for an adequate description of the career education activities actually carried out in the two projects

has been difficult to obtain. In general the process description each year has been deficient in two respects. First, specific process activities varied in detail between the projects and among teachers within each project. Second, the extent of process implementation varied between the projects and teachers, and the actual exposure of the pupils in any given grade was difficult to estimate accurately. This differential application of process between the projects, and among teachers has made an accurate interpretation of the relationship between outcome and process very difficult. Conclusions are based on the assumption that each pupil had equal opportunity for participation in the career education activity specified for the grade group, but this assumption is very difficult to support. Unequal exposure among pupils tends to reduce the probability of showing significant outcomes, therefore an underestimate of the outcomes is more likely than an overestimate. An attempt was first made in 1974-75, and again in 1975-76, to obtain a more precise estimate of pupil exposure to process activities by having the local directors project activities for each objective and each grade group, and to report the frequency of activities within these categories.

The general categories of process activities employed in the projects can be summarized as: (1) role playing, (2) simulated and actual work experience, (3) group discussion, (4) career resource people, (5) field trips, (6) curriculum fusing, (7) curriculum interlocking, and (8) placement. These classes of activities are related to the career education outcome goals and to the process or strategy objectives of (1)

career and self orientation (awareness) at the elementary level, (2) career exploration at the middle/junior high school level, (3) career preparation and decision making at the senior high school level, and (4) career (or educational) placement for all school leavers. The resemblance between the general process strategies and the outcome goals is quite evident.

The primary process approaches have been described in previous reports and will not be repeated in this report, however the reader may obtain these descriptions from the other reports, or from the local directors, the State Department staff, or the third party evaluator.

Prior to the beginning of the project year the local directors identified the specific activities that they planned to implement to achieve the grade level objectives for each project goal. This outcome/process activity outline thus became the operating plan for the school year. The activities planned for the year by objective and grade group are shown in Table 1. For example, they proposed to achieve Objective 1.2 in grades 5, 6, and 7 by using resource persons, field trips, simulations, gaming, and audio-visual aids.

At the end of the year the frequency with which the proposed activities had been used was reported. This report from Crisp County is also presented in Table 1.

The data in Table 1, show that the Crisp County project was successful in implementing, to some extent, most of the planned activities in the designated grade groups. A careful examination of the data in this table shows where the major activity emphases were for each goal and grade group. The following summary of activity emphases may help the reader to get a general picture of the Crisp County program during 1975-76.

1. Activities were implemented at all grade levels to achieve the goal of self-awareness (Goal I). The variations in activities among grade groups indicate the major thrusts.
   a. The most frequently used activities in grades K to 3 were group discussions, with somewhat less use of activities for comparing self with others, and in use of guidance kits.
   b. In grades 4 to 6 all participating classes used simulations, games and audio-visual aids. Also, there was extensive use of resource persons, and field trips to promote self-awareness.
   c. The activities emphases in grades 7 to 9 varied considerably from grade group to grade group. Simulations, group discussions, and job requirements search were used on a limited basis in the seventh grade. Simulations were used most ex-

Table 1. Outcome/Process Activities by Grade Group as Projected for the 1975-76 Project Year and the Frequency of Use of Each Activity in the Crisp County Project. 9

Outcome-Process Activity \ Group	K	1	2	3	4	5	6	7	8	9	10	11	12
I. Self Awareness													
To become aware of self-characteristics related to career development.													
Objective 1.1	x	x	x	x									
Group Discussion	36	179	85	72									
Use of guidance kits i.e. DUSO, Peabody, etc.	10	41	11	19									
Comparing self with others (teachers unit)	10	41	11	19									
Objective 1.2					x	x	x						
Resource persons					29	14	16						
Field trips					9	28	32						
Simulations					54	16	16						
Games					23	16	18						
Audio-visual aids-body-image-family-community					79	38	42						
Objective 1.3								x	x	x			
Simulations								20	150	40			
On-job-experiences								0	18	100			

Table 1. Cont.

Outcome-Process Activity \ Group	K	1	2	3	4	5	6	7	8	9	10	11	12
Group discussions								20	36	20			
Job requirement search								16	36	510			
Objective 1.4											x	x	x
Aptitude testing											13	15	14
Hands-on experience											40	45	50
On-the-job experience											50	90	115
Interest testing											13	15	14
II. Career Awareness													
To develop awareness of the psychological, economical, and sociological aspects of work and of careers.													
Objective 2.1	x	x	x	x									
Field trips	1	10	25	12									
Games	9	61	13	20									
Resource people	3	32	12	23									
Subject matter tie-ins	5	26	16	22									

Table 1. Cont.

Outcome-Process Activity \ Group	K	1	2	3	4	5	6	7	8	9	10	11	12
Objective 2.2					x	x	x						
Field trips					9	14	16						
Games					23	22	25						
Resource people					29	12	18						
Subject matter tie-ins					28	21	25						
Audio-visual aids					56	38	44						
Objective 2.3								x	x	x			
Hands-on activities								10	36	288			
Individual research								25	36	510			
Objective 2.4								x	x	x			
Guidance kits & books								35	150	120			
Group discussions								38	48	250			
Resource persons								16	25	23			
Field experience								5	16	8			
Audio-visual aids								72	72	275			
Games								50	50	50			
Interlocking								12	28	65			

Table 1. Cont.

Outcome-Process Activity \ Group	K	1	2	3	4	5	6	7	8	9	10	11	12
Objective 2.5											x	x	x
Co-op work experience											50	90	115
Hands-on activities											50	90	115
Individual research											40	45	50
Placement in part-time and/or summer jobs											100	140	170
III. Decision Making													
To develop career decision-making knowledge and skills.													
Objective 3.1	x			x									
Listing of choices students make daily followed by discussion	18			20									
Opportunity to make more decisions in school	18			20									
Objective 3.3								x	x	x			
Research projects								8	40	25			
Group work								16	60	80			

Outcome-Process Activity \ Group	K	1	2	3	4	5	6	7	8	9	10	11	12
Interviewing skills as information seeking method								6	12	24			
Objective 3.4											x	x	x
Selection of areas for study											17	16	16
Selection of academic courses in relation to career areas											17	16	16
IV. Career Preparation													
To develop understandings of the relationships between academic work and career preparation, and to progress in personal career preparation.													
Objective 4.1	x	x	x	x	x	x	x						
Use of guest speakers	3	32	12	23	29	25	18						
Fusing information into curriculum	5	26	16	22	28	21	25						
Field trips	1	10	25	12	9	28	32						
Simulation					54	16	16						
Objective 4.2	x	x	x	x									
Duties assigned													

Outcome-Process Activity \ Group	K	1	2	3	4	5	6	7	8	9	10	11	12
Objective 4.3					x	x	x						
Role playing					98	24	26						
Characteristics by teacher in classroom management													
Objective 4.4								x	x	x			
Role playing								10	20	20			
Actual interviews								--	--	--			
Guest speakers								15	40	45			
Use of books and pamphlets													
Objective 4.5								x	x	x	x	x	x
Playing educational games								6	18	24	0	0	0
Audio-visual aids								6	18	24	26	18	12
Fusing								6	18	24	26	18	12
Role playing								15	18	20	--	--	--
Actual interviews								--	--	--	--	--	--
Guest speakers								15	40	45	30	30	30
Use of books and pamphlets								30	40	45	30	30	30

Outcome-Process Activity \ Group	K	1	2	3	4	5	6	7	8	9	10	11	12
V. Placement													
For the pupil to attain educational and/or occupational placement upon separation from the school.													
Objective 5.1								x	x	x	x	x	x
Job placement center under coordinator or committee								0	12	15	17	16	16

tensively in the eighth grade, and on-job experience and job requirements search were the major activities of the ninth grade group.

d. The primary emphasis in grades 10 to 12 to facilitate self-awareness was upon hands-on experience, and on-the-job-experience. Aptitude testing and interest measurement were used also to achieve this objective.

2. The project activities to achieve career awareness (Goal II) were reasonably uniform for the designated grade groups and probably represented the most concerted efforts of any of the five goals. The major activities in this area included the following:

a. All of the participating classes in grades K to 3 used field trips, games, resource people, and subject matter tie-ins to increase the career awareness of their pupils. Substantial increases, over 1974-75, in all activities at this level were noted.

b. The same basic activities were used in grades 4 to 6 as the previous grade group with the addition of audio-visual aids.

c. The classes in grades 7 to 9 used a wide range of career awareness activities. The major activities in grades 7 and 8 included guidance kits and books, group discussions, audio-visual aids, and games. The eighth grade group also made considerable use of hands-on activities and individual research.

In the ninth grade major emphasis was given to individual research, hands-on activities, audio-visual aids, and group discussion. The full program of planned activities for the grades was implemented much more fully than in 1974-75, with the encouraging increase in interlocking activities.

d. Career awareness was facilitated in grades 10 to 12 through work experiences and individual research. Work experiences were provided through participation in part-time or summer jobs, co-op work experiences, and in-school hands-on activities.

3. The development of career decision-making knowledge and skills (Goal III) was programmed through activities in Grades K, 3, and 7 through 9. There were no reported activities in this goal area for the remaining grades. The major activities in the area included:

a. The K and grade 3 classes listed and discussed choices that pupils make daily. Also, t[illegible]e groups were given the opportunity to make more decisions in school.

b. Most of the participating classes in grades 7 through 9 did research projects, group work, and interviewing for information in an effort to develop decision-making knowledge and skills.

c. The participating classes in grades 10 to 12 engaged in activities requiring decisions in the selection of areas for study, and in the selection

of academic courses in relation to career areas.

4. A wide variety of activities were implemented to develop understandings of the relationships between academic work and career preparation, and to help the pupils progress in their own personal career preparation (Goal III). Most of the project classes participated in Goal IV activities which included the following:
   a. Grades K to 6 used guest speakers, fused information into the curriculum, made field trips, and engaged in simulation activities. Also, the grades 4 to 6 classes used role-playing.
   b. Many of the classes in grades 7 to 12 played educational games, used audio-visual aids, role played, used guest speakers, and used books and pamphlets to achieve this goal. Also, some of the classes used curriculum fusing, and had actual interviews with workers.
5. The project had organized placement activities to assist each pupil in attaining educational or occupational placement upon separation from the school (Goal V). These activities involved systematic contacts with business and industry in the community and follow-up of placements. This area probably represented one of the better organized and more successful parts of the project in Crisp County.

The process delivery systems used to implement the above process activities relied primarily on the project directors, the regular classroom teachers, the designated coordinating teachers, the PECE teachers, the CVAE teachers, the counselors, and the placement coordinators. The project directors provided overall leadership for all activities and were specifically responsible for the following categories of process activities:

1. The conduct of workshops and other inservice activities to orient the teachers, counselors, and administrators to the educational concepts relevant to career education, and the purposes and procedures of the project. Also, these contacts were used to explore and develop ideas and materials, to share experiences, and to provide direct assistance relevant to the implementation of the career education activities.
2. The development, procurement, and organization of resources for the career education activities, including material and personnel resources.
3. The maintenance of liaison with the school administration and the community.
4. The coordination of the evaluation activities, including data collection and processing for analysis.
5. The dissemination of information related to project activities to the school and community.

The implementation of process activities was facilitated by many material resources developed within and without the project. Many units were developed by the participating teachers and prepared units, including the PLACE packages, were used

to assist the teachers. The mini-pre-vocational courses, the PECE program, the CVAE plan, and the regular vocational and technical courses were all significant parts of the delivery system for the implementation of the process techniques.

Process Evaluation

The plan for the process evaluation involved three different but related, procedures. First, the project directors provided a description of the programs and activities carried out in the projects, including details with respect to the participants (by whom and for whom). Second, the description of the process activities was used to compare what was actually done with what was proposed in the project proposal and in the annual projected plans. Third, evaluation feedback was obtained from the teachers who were participants in the projects.

The process evaluation was reasonably complete during 1975-76. The quarterly reports prepared by the project directors, the on-site visitations by the evaluator and the State Department staff, and the process descriptions reported in the preceding section of this report, provided a reasonably good general description of the nature of the activities by the projects.

The Crisp and Liberty Counties projects are comprehensive career education programs involving pupils at all grade levels and large numbers of teachers and principals. The teachers were given a great deal of latitude in the development of materials, techniques, and activities that were within the general guidelines of the objectives and general categories of activities described above. This kind of open approach

avoids the restrictions of rigidly structured and prescribed program activities handed down from the project administration, and it encourages teacher initiative, ingenuity, and creativity in developing and trying new materials and techniques. This approach, however, makes it difficult to compile a complete description of everything that occurred in the process, and the nature and extent of the process exposure of the varied pupil participants. The information needed to pinpoint all activities and all participants would, in the judgment of the directors, and the evaluator, place an unreasonable data collection burden on the teachers. Such detailed data collection would distract from process implementation, and might jeopardize relationships between the directors and the teachers. The plan used provided for the specification of activities planned to achieve each objective at each grade level, periodic assessment of progress in implementing the planned activities, and finally reporting the extent of process implementation including process categories and the number of classes and pupils participating in each.

The second procedure of comparing the actual activities implemented with the activities suggested in the project proposal was achieved reasonably well in Crisp County and minimally in Liberty County except in one school. The information provided the evaluator was sufficient to support the following observations for 1975-76.

1. Each of the major categories of activities and procedures proposed for these projects was implemented to some extent in both counties during 1975-76.

2. The extent and quality of the process implementation varied a great deal from grade to grade, from teacher to teacher within a grade, and between the two projects. This was particularly noted in that some grade groups had practically 100% participation, while others had only minimal participation, and still others where any real participation was hard to find. These two general observations are the same as were made in 1974-75. Although there was some increase in activities and pupils reached, the same general patterns was noted each year.

3. Observations Specific to the Liberty County Project.

The Liberty County project operated under the leadership of a new director, Mr. Neal Spurlin, during 1975-76. There was evidence of improved organization in the project with more structure and direct personal leadership in initiating and facilitating career education activities throughout the school system. Also, direct efforts were made to obtain better communication and support from the community. An advisory committee was active that involved parents, teachers, students, business, industry, and the Board of Education. The director was quite active and creative in developing, obtaining, and making available material resources for the project teachers. Regular inservice activities for staff development were reported.

The career education activities for the lower elementary grades at the Bacon Primary School were extensive and generally outstanding. Under excellent leadership from the school principal, all of the teachers were involved and active participation by the pupils was evident. Also, the inservice training activities with the sharing of ideas by the teachers at this school showed enthusiasm and coordination. The program at Liberty Elementary School was much less extensive with limited teacher involvement.

An effort was made, during 1975-76, to involve more of the Liberty County teachers in the grades 4-6 career education activities. In previous years the coordinating teachers had been the principal participants at this level. Although there was more extensive participation, the primary thrust appeared to be through the Bread and Butterflies Materials. The activities at these grade levels were, in our judgment, improved over previous years, but still left much to be desired.

The Liberty County career education activities in grades 7 and 8 reached a high percentage of the pupils through organized programs. The PECE program had about 80% participation of the seventh grade group with these pupils rotating through this program on a quarterly basis, thus about 20% of the pupils were involved at any given time during the year.

The PLACE packages were used as exploratory activities for the eighth grade group with the pupils rotating through the areas of home economics, industrial arts, and business education. The project staff indicated that all eighth grade pupils were reached in this part of the program.

The career education activities at Bradwell Institute (grades 9-12) had been practically non-existent during the first two years of the project. During the 1974-75 year a career education resources center was instituted with a staff member employed to manage the center. This center was expanded and moved into the library in 1975-76. An annotated list of materials in the center was prepared and made available to the teachers. All evidence indicated that this resources center had expanded, was being well managed, and was receiving increased use by teachers and pupils. It was the most constructive career education activity observed in the high school. The CVAE program was reaching 40-50 pupils but specific information regarding activities and effectiveness was not obtained. The vocational education coordinators were handling most of the placement activities, the results of which were not available at the time of visitation. The high school counselors appeared to be concerned primarily with scheduling, academic problems, and college prep, with little or

no direct involvement in the career education project. Some of the teachers in the high school were becoming aware of the career education project, but it was difficult to find classroom activities that were related to the project objectives. The project director was meeting regularly with department heads and the separate facilities for inservice development. The principal seemed to be supportive of the project, but much work remained to be done at this grade level. The potential was beginning to emerge, but probably another two or three years of continued support would be needed to really develop an effective CE program.

Overall Liberty County made a lot of progress during 1975-76. The leadership was good, teacher acceptance was improving, material resources were expanded, and some parts of the program were operating smoothly and effectively. A number of problems remained, particularly at the 4-6 grade level and the high school, that probably should have been attacked earlier in the project period. During the last year it was next to impossible to do what might have been done over the three preceding years.

4. Observations Specific to the Crisp County Project.

The Crisp County project had a change of directors at mid-year, however continuity appeared to have been maintained reasonably well. Many of the teachers had been involved for several years and were able

to provide much of the local leadership. Also, the administrative assistant was able to keep the logistics of the project on schedule. The enthusiastic administrative support for the project, as well as, able leadership from the two directors have facilitated the expansion and effectiveness observed in the project. The following evaluative observations are based upon visitation information and reports submitted by the project director.

Numerous activities were used in Crisp County to develop self and career awareness and decision making at the K-3 grade levels. Self awareness kits were available in each school to supplement teacher prepared units and other resource materials. Emphasis was placed on awareness of body and physical characteristics. The unit approach was used in the career awareness goal area. These units were fused with the regular curriculum and field trips, resource people, games, and simulations were used extensively. The primary approach in the decision making area involved developing an awareness of the nature and importance of decisions in our lives, and the ways decisions are made. Two of the three primary schools (Blackshear Trail and O'Neil) had 100% of their classes participating in career education activities, and the third (Pate) had nine out of 21 classes participating.

A high level of teacher participation (100%) was found at Southwestern. Each teacher implemented a minimum of two career education units during the year. A more limited program was observed at A.S. Clark, where 10 out of 23 teachers were participating. The Bread and Butterflies Materials, field trips, resource people, games, and simulations were used at these schools.

The PECE program was available to all eighth grade pupils on a semester rotation basis, and 10 of 23 ninth grade teachers participated in the CE project. The CVAE program remained the most impressive activity at the ninth grade level, wherein 60 potential drop-outs were engaged in constructive educational and social activities. Work experiences were made available to this group for those who were 15 years old or older. Also, the PECE program provided hands-on experiences on actual jobs. The pupils received three hours experience on each of about five different jobs during the semester.

The Crisp County program at the senior high school level seemed to be functioning somewhat more smoothly than in past years, but was still reaching primarily those pupils in the vocational curricula. The FEAST program continued to be a strong part of the CE activities at this level, and the Nature Trail provided an opportunity for interlocking such areas

as science, English, social studies, and the vocational areas. The vocational preparation areas were functioning well, but it was unclear how much contribution these programs were making toward achieving the career education goals outside of preparation and placement.

The third procedure in the process evaluation plans was initiated in 1973-74 to provide some evaluative feedback from the teachers involved in the projects. The two instruments used were developed and field tested with project teachers in the Spring of 1974 and were revised and used to obtain process information for the 1974-75 project. The development of these instruments is described in previous reports.

The Career Education Questionnaire (CEQ) was designed to assess the basic knowledge and attitudes of the project teachers relative to career education. The Project Evaluation Questionnaire (PEQ) was designed to get teacher evaluation of the impact of the project and of the management of the project. Thirty-six of the Crisp County project teachers completed the CEQ and the PEQ while sixty of the Liberty County teachers completed the PEQ and fifty-four responded to the CEQ. The results of these two scales are shown in Appendix A with the responses for each item. Teacher attitudes and those aspects of the project that they viewed most and least favorably can be ascertained by studying these results. The highlights from the teacher process evaluation listed here can be viewed as trends although they represent only a relatively small number of the teachers in the

school system. These observations should reflect the thinking of the project teachers reasonably well.

Highlights from the Career Education Questionnaire Results:

1. A generally positive attitude toward career education was again evident from an examination of the responses. This positive trend has been reasonably consistent throughout the project and most variations can probably be attributed to sampling error.
2. Similar to the results of the previous two years, teacher attitudes toward career implementation procedures were somewhat mixed but generally positive. Roughly two-thirds or more of the responses to items 4, 17, and 19 were positive. Generally the majority of the teachers favored a career education program integrated with the regular curriculum, however 30% to 35% seemed to favor separation.
3. The teachers supported strongly career education for elementary pupils and the usefulness of it in improving community relationships with about 90% favorable responses (items 7 and 15).
4. The teacher's responses indicated support for the need for career education (items 8, 10, 12, and 16). This positive direction has remained reasonably consistent throughout the project years.
5. The results on the section of the CEQ relating to general career education attitudes were quite positive, as were the previous results (items 3, 5, and 14).

More than three-fourths of the teachers believed that career education did not "water down" the curriculum, that career education was more than a fad, and regarded it as one of the best new educational ideas. Also, about 75% of these teachers supported the expenditures for career education (item 11).

6. As in the previous years, the teachers strongly supported the concept that career education is appropriate for all pupils rather than special groups, (items 1, 18, and 20).
7. The scale items related to the basic rationale of career education (items 2, 9, and 13) were generally supported by these teachers with more than 90% responding positively to items 2 and 9. An increase in support over last year's response was noted.

In summary, the results of the CEQ for Spring 1976 indicated that the project teachers in both counties were knowledgeable about and supportive of career education. As with the previous samples of teachers, sizeable minorities could be described as lacking commitment to career education as a significant part of the total education program. The responses however, have tended to be somewhat more supportive as the teachers became more knowledgeable and perhaps more comfortable with career education concepts and procedures.

Highlights from the Project Evaluation Questionnaire Results:

1. Most of the project teachers evaluated the project positively, as they had in the previous years. In general the 1975-76 evaluation by the teachers was more positive than the preceding years. This was

particularly evident with regard to some of the process items, such as fusing and interlocking.

2. Items 2, 7, 13, 15, and 20 of the PEQ evaluated the impact of the project on school and community. The teachers' responses indicated that they viewed the project quite favorably in this respect with very substantial majorities responding positively. Large gains were made in some areas such as Teacher Awareness of Material and Community Resources.
3. The impact of the project on the pupils was rated very favorably with these teachers expressing the view that the project was well received by the pupils with possible effects on knowledge, attitudes, school motivation, and self concept.
4. Six PEQ items were used to obtain teacher evaluation of the project leadership and management (items 4, 6, 8, 9, 10, 12, and 17). The responses to these items were somewhat mixed and should be suggestive for the project staff in identifying those aspects of management that the teachers viewed as most valuable. items number 6 and 8 received the greatest number of positive responses. These related to the assistance received in planning and implementing class activities, and to teacher awareness of the goals and objectives of the projects. Several areas of moderate weakness in previous years appeared to be improved, however there was still some concern among the teachers about excessive paperwork, inadequate feedback, and inservice

education activities.

In studying the teacher responses to the PEQ the project directors should be able to determine points of teacher sensitivity and attitudes that could lead to changes and improvements in the project. Keeping in mind that this may not be an entirely representative sample of all of the teachers involved, a few very rough observations can be drawn. The level of positive responses may indicate that some attention should be given to those areas of evaluative feedback and communication among those directly and indirectly involved in the project. Perhaps increased inservice programs and activities could be used as the delivery system to bolster up some of the weaker areas.

Evaluation Design

The basic evaluation design and procedures for the Crisp and Liberty County projects were originally developed in the Spring and Summer of 1972, prior to the implementation of the projects in the 1972-73 school year. This evaluation plan was the result of the cooperative efforts of the evaluation staff, the project directors, and the State Department of Education staff. The basic design has not changed during the four year evaluation, however, some changes were made each year in the grades included and the specific measures used for some groups.

The following changes were implemented in the 1975-76 data collection for outcomes evaluation:

1. In grade six the School Sentiment Index was changed from a pretest-posttest measure to a posttest only. Hence, the pre-post change criterion was changed to a criterion referenced standard for determining achievement of Objective 4.1.
2. The Liberty County project used the PECE Knowledge Test in grade seven and the Crisp County project in grade eight. This arrangement corresponded with the PECE program in the two projects.
3. The Work Stories Test was used in grades eight and nine in Liberty County and in grades seven and nine in Crisp County. This change provided for one knowledge test in each of the junior high school grades when combined with the PECE Test (see #2 above).

4. The PECE Knowledge Test was dropped from the ninth grade and the Choose a Job Inventory was used only as a posttest at this grade level.
5. My Interests and Aptitudes was added as a pretest-posttest measure in grade eleven. This change was made primarily to provide information for the counselors to use with this group.
6. My Interests and Aptitudes was dropped from grade twelve to reduce the amount of testing at this level.

The complete information collecting schedule for 1975-76, specifying instruments, grade groups, and time of testing for each goal area is shown in the chart on the following page.

The procedure for developing the design involved (1) the translation of the project goals into performance objectives and outcomes that could be measured; (2) the selection or development of instruments for the measurement of outcomes; and (3) the specification of analyses for the determination of change or status of the project pupils.

Each objective was viewed as an hypothesis, which if supported by the outcome data, became the basis for determining that the objective had been achieved. Separate analyses were specified for each objective and each grade group. Sex groups were also analyzed to identify possible differential effects of the project with respect to this variable.

Two types of data analysis were used to examine the outcomes for the various objectives and pupil groups. The t test was used to estimate the significance of change from pretest to posttest for those objectives where this type

1975-76 Evaluation Instruments

Crisp and Liberty Counties

State of Georgia

Grade	1.0 Self	2.0 Career	3.0 Decision	4.0 Preparations	5.0 Placement
K-3	Describing People (3) P-P	Occupational Naming (3) P-P Awareness of Community Helpers (3) P-P	Decisions in Everyday Life (3) P-P	BMS-Academic Factor (3) Post Home Tasks Survey (3) Post	None
4-6	Inventory of Personal Char. (5) Post Self and Occ. Char. (6) Post	Work Awareness Scale (4&5) P-P Work Stories (6) P-P	Everyday Decision Making (4&6) Post	Basic Studies and Occ. (4&6) Post Employability Char. (5&6) Post School Sentiment Index (6) Post	None
7-9	Choose A Job Inventory (7,8,&9) Post	PECE Knowledge Test (7 Liberty) P-P (8 Crisp) P-P Work Stories Test (8&9 Liberty) P-P (7&9 Crisp) P-P	Career Development Inventory (8&9) P-P	PECE Knowledge Test (Matching section only) (7 Liberty) P-P (8 Crisp) P-P	School Leaver Record (7-9)
10-12	My Interests and Aptitudes (11) P-P Career Maturity Inventory (12) Post	Vocational Knowledge Inventory (12) P-P Career Maturity Inventory (12) Post	Survey of Educational and Career Plans (11&12) P-P Career Maturity Inventory (12) Post	Survey of Educational and Career Plans (11&12) P-P Career Maturity Inventory (12) Post T & I Achievement Tests (12) Post	School Leaver Record (10-12)

of change was specified. Criterion referenced analyses were used for some objectives, in which case a criterion referenced standard was established and an analysis was made of the percentage of pupils meeting the standard. The .05 level of significance was used for all statistical analyses of significance of difference.

Stratified samples were drawn randomly from the project pupils enrolled in each grade. The samples were proportionate with the sex and race distribution of the grade group from which the sample was drawn. An effort was made to retain at least 80 pupils in each grade group sample and at least 10 pupils in any cell of the sample matrix. Consequently the sample size varied from grade to grade and from project to project. In Crisp County the samples ranged from a 30% average in grade nine to a 61% average in grade four. In Liberty County the sample as a percentage of total was somewhat more uniform ranging from 30% to 40%. (See the sampling matrix for each county on the following pages).

The local project personnel supervised the collection of evaluation information in accordance with the predetermined data collection schedule, coded the data, and transmitted the data to the evaluator on standard IBM code sheets. The evaluator supervised the processing of all data. Descriptive printouts of all pretest and posttest data were provided as feedback to the project directors, along with personal interpretations by the evaluator.

The following section describes and summarizes the outcome results for each of the project goals and for each grade group.

Sampling Matrix for Crisp County 1975-76

Grade	Average Sample %	WM		WF		NWM		NWF		Total	
		E	S	E	S	E	S	E	S	E	S
3	58	73	36	57	37	88	54	86	49	304	176
4	61	75	54	77	46	83	45	90	52	325	197
5	52	85	62	98	49	95	42	112	51	390	204
6	50	97	66	82	51	99	22	83	40	361	179
7	46	90	56	91	38	90	23	102	54	373	171
8	45	92	56	93	34	86	23	102	55	373	168
9	30	118	37	96	23	125	35	119	41	458	136
11	49	72	53	80	36	99	45	86	30	337	164
12	59	63	39	49	40	66	26	69	41	247	146
Total	49	765	459	723	354	831	315	849	413	3168	1541

W = White
NW = Non-White
M = Male
F = Female
E = Project enrollment
S = Sample drawn for evaluation data

Sampling Matrix for Liberty County 1975-76

Grade	Average Sample %	WM		WF		NWM		NWF		Total	
		E	S	E	S	E	S	E	S	E	S
3		NA	NA	NA	NA	NA	NA	NA	NA	NA	103
4		NA	NA	NA	NA	NA	NA	NA	NA	NA	113
5	30	79	24	76	23	77	23	77	23	309	93
6	30	82	25	82	25	79	24	79	24	322	98
7	32	109	35	103	33	63	20	84	27	359	115
8	30	105	32	115	35	66	20	79	24	365	111
9	34	66	22	73	25	75	26	59	20	273	93
11	31	89	28	71	22	65	20	88	27	313	97
12	40	62	25	54	22	50	20	58	23	224	90
Total											913

W = White
NW = Non-White
M = Male
F = Female
E = Project enrollment
S = Sample drawn for evaluation data

Achievement of Objectives

This section presents the 1975-76 pupil outcome results for the Crisp and Liberty County projects. The general outcome results are presented and supported by the statistical summaries of the data relevant to each goal and objective. The results for each project are shown with no attempt to combine results for the two counties. This section is organized as follows:

Achievement of Objectives (I) Grade 3

Achievement of Objectives (II) Grades 4-6

Achievement of Objectives (III) Grades 7-9

Achievement of Objectives (IV) Grades 11-12

(See Appendix B for tables showing results of statistical analyses.)

Achievement of Objectives (I)

Grade 3: (Tables 2 and 3)

Goal 1.0 Self Awareness

Objective 1.1 The pupil will be able to describe how he resembles and differs from others.

Instrument: Describing People (DP)

Results:

Crisp: (See Table 4) The Crisp County pupils in grade three showed a significant gain during the year in their ability to describe people and to relate these descriptions to themselves and their classmates. This objective was fully achieved by the Crisp County project.

Liberty: (See Table 6) The Liberty County pupils in grade three showed a significant gain during the year in their ability to describe people and to relate such descriptions to themselves and their classmates. This objective was achieved by the Liberty County project.

Goal 2.0 Career Awareness

Objective 2.1 The pupil will be able to describe the necessity for work in society and its desirability for each individual.

Instruments: (1) Occupation Naming (ON)

(2) Awareness of Community Helpers (ACH)

Table 2. SUMMARY OF THE ACHIEVEMENT OF CAREER EDUCATION OBJECTIVES IN CRISP COUNTY GRADE THREE - 1975-76

Grade Group \ Objective	1.0		2.0			3.0		4.0	
	1.1 DP		2.1 ON		2.1 ACH	3.1 DEL		4.2 BMS	4.2 HTS
3	YES		YES		YES	YES		NO 55%	YES 82%

Table 3. SUMMARY OF THE ACHIEVEMENT OF CAREER EDUCATION OBJECTIVES IN LIBERTY COUNTY GRADE THREE - 1975-76

Grade Group \ Objective	1.0	2.0		3.0	4.0	
	1.1 DP	2.1 ON	2.1 ACH	3.1 DEL	4.2 BMS	4.2 HTS
3	YES	YES	YES	YES	YES 74%	NO 71%

Results:

Crisp: (See Table 4) (1) The third grade pupils in the Crisp County project showed a significant gain in their level of career awareness as indicated by the number of occupations they could name. This part of Objective 2.1 was fully achieved by the Crisp County pupils in grade three.

(2) The grade three Crisp County pupils made a significant gain in their level of awareness of community occupations necessary for the production or distribution of goods and services. This part of the objective was also achieved and the objective as a whole was considered to have been achieved by the Crisp County project.

Liberty: (See Table 6) (1) The level of career awareness of Liberty County grade three pupils increased significantly when measured by their ability to name occupations. This part of Objective 2.1 was considered fully achieved in the Liberty County group.

(2) The third grade Liberty County pupils made a significant gain in their level of awareness of community occupations. This part of the objective was achieved and the Liberty County pupils were considered to have

met this objective as a whole.

Goal 3.0 Decision Making

Objective 3.1 The pupil will recognize the importance of making decisions in everyday life.

Instrument: Decisions in Everyday Life (DEL)

Results:

Crisp: (See Table 4) The Crisp County pupils in grade three made a significant gain in their ability to recognize opportunities for choice in their life, and to indicate choices and decisions made in the family that make a difference in family life. The Crisp County project was considered to have fully achieved Objective 3.1.

Liberty: (See Table 6) The Liberty County third grade pupils as a total group made a significant gain in their awareness of decisions that people can make that influence their lives. The overall analysis of this objective (3.1) for the Liberty County project showed that the objective was fully achieved.

Goal 4.0 Career Preparation

Objective 4.2 The pupil will assume responsibility for his work tasks.

Instruments: (1) Behavioral Maturity Scale (Academic Factor) (BMS)

(2) Home Tasks Survey (HTS)

Results:

Crisp: (See Table 5) (1) The Behavioral Maturity Scale (BMS) was used as a criterion reference measure of the pupils ability to give attention to, and to persist in school work tasks. The standard was established that 60% of the pupils would attain a score of at least 18 out of a possible 30. Only 55.3% of the Crisp County third grade pupils reached this level. This part of the objective was not achieved by the grade three pupils. (2) The Home Tasks Survey (HTS) was used to estimate the extent to which pupils assumed responsibility for work tasks at home. It was used as a criterion referenced measure with an expectancy that 75% of the pupils would attain a score of 8 or more tasks. Of the grade three Crisp County pupils 81.8% scored eight or more on this survey. Therefore, this part of the objective was fully achieved. The overall evaluative conclusion for objective 4.2 was that the Crisp County project partially achieved the objective with the third grade pupils.

Liberty: (See Table 7) (1) The results of the BMS for grade three Liberty County pupils indicated that 73.8% of the group scored 18 or more. This percentage met the criterion standard.

The Liberty County project fully achieved the first portion of Objective 4.2.

(2) The results of the second portion of this objective indicate 70.9% of the group attained a score of 8 or more on the Home Tasks Survey. This percentage did not meet the criterion standard. The third grade pupils of Liberty County did not achieve the second portion of this objective. In conclusion, Objective 4.2 was partially achieved with the third grade pupils for the Liberty County project.

Achievement of Objectives (II)

Grades 4-6: (Tables 8 and 9)

Goal 1.0 Self Awareness

Objective 1.2 The pupil will be able to describe himself in terms of interests, values, and abilities as they relate to the world of work.

Instruments: (1) Inventory of Personal Characteristics (IPC) (5)

(2) Inventory of Self and Occupational Characteristics (ISOC) (6)

Results:

Crisp: (See Table 11)

(1) The IPC was used as a criterion referenced measure of the ability of the pupils in grade five to (1) identify physical, social, and ability characteristics that describe people and (2) to identify characteristics that apply to workers in a selected group of specific occupations. A group criterion was established with a 75% achievement expectancy of 60% or a score of 24, for the grade five pupils. 85% of the Crisp County pupils reached this level. Therefore, the fifth grade pupils achieved Objective 1.2 in the Crisp County project.

Table 8. SUMMARY OF THE ACHIEVEMENT OF CAREER EDUCATION OBJECTIVES IN CRISP COUNTY GRADE FOUR THROUGH SIX - 1975-76

Grade Group \ Objective	1.0		2.0		3.0 / 3.2	4.0 / 4.1		4.3
	1.2 IPC	1.2 ISOC	2.2 WA	2.2 WS	EDM	4.1 BSO	SSI	EC
4			NO		NO 66%	YES 79%		
5	YES 85%		YES					NO 73%
6		NO(S) 55% NO(O) 48%		NO	YES 77%	YES 75%	YES 66%	NO 23%

Table 9. SUMMARY OF THE ACHIEVEMENT OF CAREER EDUCATION OBJECTIVES IN LIBERTY COUNTY GRADES FOUR THROUGH SIX - 1975-76

Objective / Grade Group	1.0		2.0		3.0 / 3.2	4.0		
	1.2 IPC	1.2 ISOC	2.2 WA	2.2 WS	EDM	4.1 BSO	4.1 SSI	4.3 EC
4			YES		NO 58%	NO 23%		
5	YES 84%		NO					NO 48%
6		YES (S) 70% YES (O) 70%		NO	YES 78%	NO 32%	NO 42%	NO 32%

(2) The ISOC was designed to measure the congruence between sixth grade pupils' estimate of self characteristics and characteristics of an occupation that they might like to consider when they finish school. An expectancy of 60% congruence for 67% of the pupils was established. The Crisp County grade six pupils did not reach the expected congruence level on the self characteristics scale. Neither did they achieve the expected level on the occupation scale. This objective was therefore considered not to have been achieved by the Crisp County project with respect to the sixth grade pupils.

Liberty: (See Table 13)

(1) The Liberty County grade five pupils achieved the expectancy level on the IPC with 84% scoring 24 or more. Objective 1.2 was therefore achieved by the Liberty County project with the fifth grade pupils.

(2) The Liberty County sixth grade pupils succeeded in reaching the expected congruence level on the occupational scale and the expected level on the self characteristics scale.

This objective was considered to have been fully achieved by the grade six pupils in the Liberty County project.

Objective 2.2 The pupil will be able to describe a wide variety of occupational fields which offer satisfying work at varying levels.

Instruments: (1) Work Awareness Scale-Fulton (WA) (4-5)

(2) Work Stories Test (WS) (6)

Results:

Crisp: (See Table 10)

(1) The achievement of this objective was estimated from the pre-posttest change in scores on the above knowledge tests. The grade four pupils' scores did not show any significant change. The Crisp County pupils in grade five made a significant gain in their WA scores. Objective 2.2 was considered not to have been achieved by the fourth grade pupils but fully achieved by the fifth grade pupils.

(2) The WS test consists of twenty paragraph descriptions of interests and abilities. The pupil was asked to select the job cluster that he thinks the person in each description would like best. The test was administered pre and post. The Crisp County sixth grade pupils did

not make significant gains on their WS scores for 1975-76. Objective 2.2 was therefore not considered to have been achieved by the Crisp County project with sixth grade pupils.

Liberty: (See Table 12)

(1) The fourth grade Liberty County pupils made a significant gain on their WA scores. The fifth grade pupils, on the other hand, showed no significant change on the WA measure. Objective 2.2 was considered to have been achieved by the fourth grade pupils but not achieved by the fifth grade pupils of Liberty County.

(2) The outcome results showed no significant change for the Liberty County grade six pupils on the WS measure. Objective 2.2 was not achieved by the Liberty County project with respect to sixth grade pupils.

Goal 3.0 Decision Making

Objective 3.2 The pupil will be able to describe the elements which make up the decision making process.

Instrument: Everyday Decision Making (EDM) (4,6)

Results:

Crisp: (See Table 11)

The EDM is an instrument designed to measure the pupil's readiness and ability to make decisions, as well as his recognition of the decision-making concepts as they apply to him. In a sense it is a self-rating measure of the decision-making maturity of the pupil. The criterion standard was established as 75 out of a possible 125, with a group expectancy of 75% achieving the criterion level. The Crisp County fourth grade pupils failed to reach the criterion standard with only 66%. However, the sixth grade group did achieve the criterion standard with 77%. Objective 3.2 was not achieved by the fourth grade pupils but was achieved by the sixth grade pupils in the Crisp County project.

Liberty: (See Table 13)

The Liberty County grade four pupils failed to reach the criterion standard in the proportion expected. Only 58% attained the level of 75. Grade six pupils did achieve the criterion

standard with 78% attaining the established level. Objective 3.2 was not achieved by the Liberty County fourth grade pupils, but was achieved by the Liberty County sixth grade pupils.

Goal 4.0 Career Preparation

Objective 4.1 The pupil will be able to identify academic skills needed in the world of work.

Instruments: (1) Basic Studies and Occupations (BSO) (4 & 6)

(2) School Sentiment Index (SSI) (6)

Results:

Crisp: (See Table 11)

(1) The BSO was used as a criterion referenced measure with expected scores of 26 for grade four and 30 for grade six. Each grade group was expected to attain a 75% achievement of the criterion score for the respective grade level. The Crisp County grades four and six pupils reached the BSO criterion standard for their respective grades, with 79% of the fourth grade and 75% of the sixth grade pupils achieving the necessary level. Objective 4.1 was judged to have been fully achieved by the Crisp County project with respect to the fourth and sixth grade pupils as

measured by the BSO.

(2) The Crisp County sixth grade pupils attained scores of 20 or more on the SSI in 1975-76 in 66% of the cases, thus achieving the criterion standard. The summary of all analyses showed that Objective 4.1 was fully achieved by the Crisp County project with the grades four and six pupils as measured by the BSO and the SSI at the grade six level.

Liberty: (See Table 13)

(1) The fourth and sixth grade pupils of Liberty County failed to achieve the BSO criterion standard for their grade in sufficient proportions to achieve Objective 4.1. Only 23% of the fourth grade group and 32% of the sixth grade pupils reached the criterion standard.

(2) The Liberty County sixth grade pupils also failed to attain the criterion standard on the SSI during 1975-76.

In summary the Liberty County project did not achieve Objective 4.1 with the grades four and six pupils as measured by either the BSO or the SSI.

Objective 4.3 The pupil will identify those employee characteristics taken into consideration by employers and educational institutions.

Instrument: Employability Characteristics (EC) (5 & 6)

Crisp: (See Table 11)

The achievement of Objective 4.3 was estimated from criterion referenced analysis of the results on the EC scale. The established criterion scores on the EC were 75% achievement of a total score of 37 for grade five and 46 for grade six. This scale required the pupil to list: (1) general characteristics that an employer would want in an employee for any job; (2) special characteristics that would be important in getting and holding a particular job (10 specified occupations); and, (3) characteristics that would probably keep a person from getting or holding a job (negative). The Crisp County fifth and sixth grade pupils did not reach the criterion standard established on the EC scale. While 73% of the fifth grade group attained the criterion level, only 23% of the sixth grade group reached the criterion level. The Crisp County project did not achieve Objective 4.3 with the fifth and sixth grade pupils.

Liberty: (See Table 13)

The Liberty County pupils in grades five and six also failed to achieve the

criterion level established for their respective grades at the expected 75% proportion. The grade five pupils attained only 48.3% and grade six 31.9% on the EC measure. The Liberty County project was judged to have not achieved Objective 4.3 with the fifth and sixth grade groups.

Achievement of Objectives (III)

Grades 7-9: (Tables 14 and 15)

Goal 1.0 Self Awareness

Objective 1.3 The pupil will be able to recognize the relationship between his personal characteristics and broad occupational clusters.

Instrument: Choose A Job Inventory (CJI) (7-9)

Results:

Crisp: (See Table 18)

The seventh, eighth, and ninth grade pupils responded to the CJI by selecting from 40 jobs (1) the ten they would most like if they were adults (aspirational score), and (2) the ten they would like and think they could get as an adult (achievement score). Each job was assigned a weight of 1, 2, or 3 on the basis of educational requirements, level of personal requirements, and salary. Agreement between the aspirational (ASP) weighted scores was expected for achievement of Objective 1.3. This agreement was determined by computing t tests with expectancy of a non-significant difference between ASP and ACH posttest scores. The posttest

Table 14. SUMMARY OF THE ACHIEVEMENT OF CAREER EDUCATION OBJECTIVES IN CRISP COUNTY GRADES SEVEN THROUGH NINE - 1975-76

Grade Group \ Objective	1.0 / 1.3 CJI	2.0 2.3 WS	2.0 2.4 PKT	3.0 / 3.3 CDI	4.0 / 4.5 PKT (#1)
7	NO	YES			
8	NO		YES (T)	NO (A) NO (B) YES (C)	YES
9	NO	NO		NO (A) NO (B) YES (C)	

Table 15. SUMMARY OF THE ACHIEVEMENT OF CAREER EDUCATION OBJECTIVES IN LIBERTY COUNTY GRADES SEVEN THROUGH NINE - 1975-76

Grade Group \ Objective	1.0 / 1.3 CJI	2.0 2.3 WS	2.0 2.4 PKT	3.0 / 3.3 CDI	4.0 / 4.5 PKT(#1)
7	NO		NO		NO
8	NO	NO		NO(A) NO(B) NO(C)	
9	NO	NO		NO(A) NO(B) NO(C)	

ASP and ACH totals were significantly different for grades seven, eight, and nine with the ASP level higher than the ACH level. Since no significant difference was required for the achievement of the objective, Objective 1.3 was considered not to have been achieved by Crisp County in grades seven, eight, and nine.

Liberty: (See Table 21)

There were also significant differences between the ASP and ACH mean scores in all three of the Liberty County grades. Thus, congruence was not evident between ASP and ACH and Objective 1.3 was not achieved by Liberty County in grades seven, eight, and nine.

Goal 2.0 Career Awareness

Objective 2.3 The pupil will be able to describe occupational clusters in terms of tasks performed and skills required.

Instrument: Work Stories Test - Fulton (WS) (7-9)

Results:

Crisp: (See Table 16)

The WS test consists of 20 paragraph descriptions of the interests and abilities of story characters. The pupil is asked to select the job cluster

that he thinks the character in each description would like best. The Crisp County seventh grade pupils made a significant gain in career awareness as measured by the WS, while the ninth grade pupils' gain was not significant. The Crisp County project therefore achieved Objective 2.3 with the pupils in grade seven, but not with those in grade nine.

Liberty: (See Table 20)

The Liberty County pupils in grade eight did not show a significant gain in the mean WS scores during 1975-76, while the ninth grade pupils showed a significant decrease. The Liberty County project did not achieve Objective 2.3 with the pupils in grades eight and nine.

Objective 2.4 The pupil will be able to recognize the effect of selected psychological, sociological, and economic aspects of society on individuals and their careers.

Instrument: P.E.C.E. Knowledge Test (PKT) (7,8)

Results:

Crisp: (See Table 17)

The PKT was developed to measure three

areas of career development related to the P.E.C.E. career education programs. The estimate of the achievement of Objective 2.4 was obtained from an analysis of pre-posttest scores on the three parts and total for this test. Test #1 measures knowledge of educational requirements, work conditions, and basic functions of selected occupations; Test #2 measures basic attitudes and knowledge relative to career development and decision making; and Test #3 measures basic career knowledge and awareness of relationships important for career decision making. The Crisp County pupils in grade eight made significant gains in the PECE test score from pre to posttest. The Crisp County project successfully achieved Objective 2.4 with the eighth grade pupils.

Liberty: (See Table 19)

The seventh grade Liberty County pupils did not show significant increases from pre to posttest in PKT scores on tests #1, #2, #3, and total. The Liberty County project did not achieve Objective 2.4 with the seventh grade pupils.

Goal 3.0 Decision Making

Objective 3.3 The pupil will demonstrate the ability to analyze, synthesize, draw conclusions, and secure information from a wide variety of sources in making decisions.

Instrument: Career Development Inventory (CDI) (8,9)

Results:

Crisp: (See Table 16)

The CDI was administered pre and post, and was scored on three scales: (A) career planning orientation, (B) resources for career exploration, and (C) career information and decision making.

The Crisp County eighth grade pupils made significant gains on scales C but not on scales A or B. The grade nine group also made significant gains on scale C only from pre to posttest. The Crisp County project therefore partially achieved Objective 3.3 with both the eighth and ninth grade pupils.

Liberty: (See Table 20)

Significant gains were not made on scales A, B, and C of the CDI by the eighth grade Liberty County pupils. A significant decrease was found on scale C with the eighth grade group. The grade nine pupils on scale A, B, or C from pre to posttest. The Liberty

County project therefore did not achieve Objective 3.3 with either the eighth or ninth grade pupils.

Objective 4.5 The pupil will be able to relate level of educational preparation and courses of study to specific occupational pursuits.

Instruments: P.E.C.E. Knowledge Test #1 (PKT) (7,8)

Results:

Crisp: (See Table 17)

Test #1 of the PKT measures knowledge of educational requirements, work conditions, and basic functions of selected occupations. (see Objective 2.4). The Crisp County eighth grade pupils made significant gains on this test as measured by pre and posttest scores. Objective 4.5 was therefore fully achieved by the Crisp County project with the eighth grade group.

Liberty: (See Table 19)

The seventh grade Liberty County pupils did not show significant increases from pre to posttest in test #1 of PKT. These results support the conclusion that the Liberty County project failed to achieve Objective 4.5 with the seventh grade pupils.

Achievement of Objectives (IV)

Grades 11 - 12: (Tables 22 and 23)

Goal 1.0 Self Awareness

Objective 1.4 The pupil will be able to formulate a career plan which will enable him to fulfill his aspirations, personal needs, values, and lifestyle preferences.

Instruments: (1) My Interests and Aptitudes (MIA) (11)

(2) Career Maturity Inventory: Self Appraisal (CMI-S) (12)

Results:

Crisp: (See Table 24)

(1) The grade eleven pupils were asked to rate their level of interest and aptitude in each of the ten basic areas (verbal, numerical, physical, spatial, clerical, mechanical, social, scientific, sales, and musical) on the MIA, and were then asked to list vocations or jobs that they thought were closely related to each area. The basic criterion established for achievement of the objective was that 75% of the pupils would be able to give 8 or more correct responses to the question asking for an occupation related to each of the areas of interests and aptitudes. Secondly, the estimates of

Table 22. SUMMARY OF ACHIEVEMENT OF CAREER EDUCATION OBJECTIVES IN CRISP COUNTY GRADES ELEVEN AND TWELVE - 1975-76

Grade Group \ Objective	1.0		2.0		3.0		4.0		
	1.4 MIA	1.4 CMI	2.5 VKI	2.5 CMI	3.4 SECP	3.4 CMI	4.5 SECP	4.5 CMI	4.6 T&I
11	YES (C) 83% YES (D) 82%				NO (E) NO (C) NO (CGR)		NO (CGR)		
12			NO		YES (E) YES (C) NO (CGR)		NO (CGR)		NO

Table 23. SUMMARY OF THE ACHIEVEMENT OF CAREER EDUCATION OBJECTIVES IN LIBERTY COUNTY GRADES ELEVEN AND TWELVE - 1975-76

Grade Group \ Objective	1.0		2.0		3.0		4.0		
	1.4 MIA	1.4 CMI	2.5 VKI	2.5 CMI	3.4 SECP	3.4 CMI	4.5 SECP	4.5 CMI	4.6 T&I
11	NO(C) 73% NO(D) 62%				NO(E) NO(C) YES (CGR)		YES (CGR)		
12		NO(S) 31%	NO	NO(O) 43% NO(A) 70%	NO(E) NO(C) YES (CGR)	NO(G) 35% NO(PS) 61% NO(A) 70%	YES (CGR)	NO(PL) 34%	NO

interests and aptitudes should be congruent to the extent that 75% of the group would be within four points of perfect congruence (a score of 40). The Crisp County eleventh grade pupils reached the criterion level for Scale C with 83% of the group demonstrating congruence between self-estimates of interests and aptitudes. The Scale D results showed that the pupils in grade eleven also reached the 75% criterion level in naming jobs related to the areas of interests and aptitudes with 82.4% of the group being able to name an occupation in eight or more of the areas.

(2) The Self-Appraisal sub-test of the CMI requires pupils to accurately appraise the career-relevant capabilities of various young adolescents verbally described in twenty items. The assumption is that individuals who can accurately appraise the career-relevant abilities of others are good self-appraisers. The criterion for achievement of this part of the objective was that 75% of the pupils would give 12 or more accurate responses. The CMI was not administered to the pupils in the Crisp County project. However, the

MIA results indicate that Objective 1.4 was fully achieved by the Crisp County project with the eleventh grade pupils.

Liberty: (See Tables 25 and 26)

The overall results for the Liberty County grade eleven pupils on the MIA did not reach the criterion standard on the Congruence Scale (C) nor on the Occupation Naming Scale (D). The grade twelve pupils also failed to reach the criterion on the CMI - Self-Appraisal. Objective 1.4 therefore was not achieved by the eleventh and twelfth grade pupils.

Objective 2.5 The pupil will be able to identify a broad range of career options available to him and to set goals in one or more occupational areas.

Instruments:

(1) Vocational Knowledge Inventory (VKI) (12)

(2) Career Maturity Inventory: Occupational Information (CMI-O) (12)

(3) Career Maturity Inventory: Attitude Scale (CMI-A) (12)

Results:

Crisp: (See Table 28)

(1) Pre and posttest scores were obtained from grade twelve pupils on the VKI. This instrument was designed to measure knowledge of psychological, sociological,

and economic aspects of a wide range of occupations representative of the clusters found in Holland's classification system. The Crisp County grade twelve pupils' results showed a significant decrease on the VKI.

(2) The CMI - Occupational Information Test requires pupils to select the correct occupational title for each of 20 hypothetical descriptions of particular kinds of work and worker traits. The criterion was that 75% of the pupils should give 12 correct responses.

(3) The Attitude Scale of the CMI asks pupils to agree or disagree with 50 attitudinal statements about careers. These statements assess the maturity of career attitudes in five clusters: involvement in career choice, orientation toward work; independence in decisionmaking; preference for career choice factors; or conceptions of the career choice process. A criterion was set that 75% of the pupils should give 33 or more "mature" responses. The CMI was not administered to the Crisp County twelfth graders. The only available results, the VKI, support the conclusion that the Crisp County project did not achieve

Objective 2.5 with the grade twelve pupils.

Liberty: (See Tables 26 and 30)

The analyses of outcome results for Objective 2.5 in the Liberty County project showed that the twelfth grade group failed to achieve significant gains on the VKI. Also, they did not reach the criterion level on the CMI - Occupational Information Test nor on the CMI Attitude Scale. In summary, the Liberty County project did not achieve Objective 2.5 with twelfth grade pupils.

Goal 3.0 Decision Making

Objective 3.4 The pupil will be able to apply the decision making process to a series of decisions and commitments in the development of a career plan.

Instruments:

(1) Survey of Educational and Career Plans (SECP) (11, 12)

(2) Career Maturity Inventory: Goal Selection (CMI-G) (12)

(3) Career Maturity Inventory: Problem Solving (CMI-P) (12)

(4) Career Maturity Inventory: Attitude Scale (CMI-A) (12)

Results:

Crisp: (See Tables 27, 28, and 31)

(1) SECP:

The eleventh and twelfth grade pupils were asked on a pre-post basis to express their idealistic and realistic choices of educational and career plans. The achievement of this part of the objective was estimated primarily from the degree of certainty in expressed educational and career choices, and the pre-post change in congruency between educational - career ideals and realistic plans. Although some major shifts in choices of the groups were noted, the feasibility or appropriateness of the choices was not assessed.

Educational Plans:

The eleventh grade pupils showed little change in certainty about their educational plans at the end of the year from that shown at the beginning. Whereas, the twelfth grade pupils were significantly more certain about their educational plans at the end of the year.

Career Plans:

The findings with respect to career plans were quite similar to those in the educational plans area. The eleventh

graders showed little change in certainty about career plans at the end of the year from that of the beginning of the year. The one exception was greater certainty about lifetime career ambitions. The twelfth graders were significantly more certain about their career plans in all areas of inquiry. The consistency and magnitude of the difference in the eleventh and twelfth grade educational and career plans leads to the question of whether the project influenced certainty or whether the twelfth grade group became more certain because the imminence of leaving school dictated that a choice be made.

Congruency:

The Crisp County eleventh graders showed a significant decrease during the year in congruency between ideals and plans. In contrast, the twelfth graders revealed no significant change in ocngruency from the beginning to the end of the year.

(2) CMI - Goal Selection:

This test asks pupils to select the "best" occupation for the hypothetical individuals described in 20 items. A criterion of 75% of the pupils select-

ing at least 11 correct occupations was established.

(3) CMI - Problem Solving:

A criterion was set that 75% of the pupils should select at least 6 "correct" problem solutions to 20 hypothetical career choice problems.

(4) CMI - Attitude Scale:

The CMI was not administered to the pupils in the Crisp County project. Therefore it is not possible to assess achievement of Objective 3.4 for the Crisp County project using the CMI. (See Objective 2.5)

Based on results from the SECP only, Objective 3.4 was not achieved by the Crisp County project with their eleventh grade pupils, and was partially achieved with the twelfth grade pupils.

Liberty: (See Tables 26, 29, 30, and 32)

The Liberty County eleventh and twelfth grade pupils did not show any significant change during the year in the certainty of their educational and career plans. However, both eleventh and twelfth grade pupils showed a significant increase in ideals - plans congruency. The twelfth grade group did not reach the criterion level of

75% on the Goal Selection, Problem Solving and Attitude Scale of the CMI. Overall, the Liberty County project only partially achieved Objective 3.4 with its eleventh and twelfth grade pupils.

Additional Comments on Objective 3.4:

The formal evaluation analyses of data obtained from the Survey of Educational and Career Plans were reported above with respect to certainty and congruence of plans. The types of educational and career choices made, and changes in choices from pre to posttesting, have considerable relevance to the goal of career decision making. The data on educational and career choices should be of particular interest to the counselors, teachers and directors of the senior high school level. The complete data are shown in Appendix C in Tables 33 through 104. These data are broken down by grade level, sex, county, and the areas of choices of the respondents. The choices made included:

1. Educational plans
   a. Will probably do
   b. Would really like to do
2. Career choices
   a. Lifetime ambitions - idealistic
   b. Lifetime expectations - realistic
   c. Immediate post-education ambitions
   d. Immediate post-education expectations

The following summary observations have no direct relationship to the achievement of Objective 3.4, but may indicate the nature of choices made by the project participants and the influence of the projects upon changes in choices.

Educational Plans Highlights:

Crisp: (See Tables 33 to 44)

(1) The most frequently chosen end-of year educational plans of the eleventh grade pupils were in order of frequency: (1) On-the-job training; (2-3) college or university and vocational-technical training-junior college; and (4-5) private trade or business school and direct to job.

(2) The most notable shifts in choices during the school year were big increases in the number choosing on-the-job training and, vocational or technical training.

(3) The twelfth grade pupils had a reasonably similar choice pattern with on-the-job training, direct to job, private trade or business school, and college or university ranking in that order.

(4) The major shifts in the educational choices of the twelfth grade group was

an increase in those choosing on-the-job training, and direct to job, and a decrease in the number planning to enter the military.

Liberty: (See Tables 45 to 56)

(1) The educational choices of the Liberty County eleventh grade group placed high emphasis upon college or university attendance with the military and direct to job following close behind. Also, the percentage planning military careers were somewhat higher than in Crisp County which probably reflects the local career situation.

(2) The major shifts in the educational choices of this group during the year were increases in the percentage planning to enter the military and to go direct to the job, while there were decreases the number choosing on-the-job training and private trade or business school.

(3) The Liberty County twelfth grade group expressed educational plans emphasizing college or university attendance, the military, and private trade or business school. The lack of emphasis on vocational and technical training, (as was true with the twelfth

grade group in 1974-75), indicate program influences that deserve examination.

(4) The shifts in choice of the twelfth grade group were minor, although there was some decrease in the number choosing the military.

Career Plans Highlights:

Crisp: (See Tables 57 to 80)

(1) The Lifetime Career Ambitions of the Crisp County eleventh grade group were highlighted by the large numbers choosing professional work (19.5%) and skilled trades (13.0%). The Realistic Career Expectations differed somewhat for this group with 15.5% choosing office work and 10.6% skilled trades and professional work.

(2) There were no major shifts during the year in either Lifetime Career Choices or Realistic Career Expectations for these eleventh grade pupils.

(3) The Immediate Post-Education Career Ambitions and Expectations were quite similar to the long range choices of this eleventh grade group. The dominant choices for careers right after finishing their education were in the areas of office work, skilled trades,

and professional work.

(4) The only notable shift in choices for Immediate Careers of the eleventh grade pupils was an increase in the percentage choosing office work. This shift was associated with substantially more girls choosing this career area.

(5) The Career Ambitions and Expectations of the Crisp County twelfth grade group differed somewhat from the eleventh grade pupils with a high percentage choosing the business managerial area. Other than this area, office work and professional work were the dominant areas of choice.

(6) The major career choice shifts during the year for the twelfth grade group were decreases in choices of professional work, and increases in managerial and factory work choices.

(7) The more Immediate Career Plans of the twelfth grade pupils showed emphasis in the areas of office work, professional work, and managerial work.

(8) There were some quite marked shifts in the career choices of this group with a substantial decrease in the number choosing professional work and an increase in the number choosing office

work.

Liberty: (See Tables 81 to 104)

(1) The Career Ambitions and Expectations of the Liberty County eleventh grade group were consistent with the most frequent choices in the areas of professional work, skilled trades, and office work.

(2) There were no major shifts in the choices of the total group during the year, however there was an overall tendency for more of the girls to choose office work and fewer of the boys to choose professional work at the end of the year.

(3) The majority of the Immediate Post Education Career Ambitions and Expectations of this eleventh grade group was in these areas of professional work, skilled trades, and office work.

(4) Again there were few major changes during the year in the pattern of choices. The percentage of choices in the office work area tended to decrease somewhat along with other minor shifts to construction work for boys and to the creative arts for the girls.

(5) The Liberty County twelfth grade group had a concentration of Career

Ambitions and Expectations in the areas of professional work, office work, and skilled trades as long range ambitions and with public service dominating over skilled trades as a realistic expectation.

(6) The changes in career choices during the year were not great. There were no major shifts in long range ambitions, however realistic expectations showed increases in professional work choices and a decrease in the office work area.

(7) The Immediate Post-Education Career Ambitions and Expectations of the Liberty County twelfth grade total group were not greatly different from their life-time choices. The boys however had a concentration of choices in the areas of the skilled trades, professional work, public transportation, and managerial work. The girls chose more frequently in the areas of professional work, office work, public service, and creative arts.

(8) There were really no major changes in the choice pattern of these pupils as a group during the year. The boys showed increases in managerial, public

service, public transportation, and skilled trade choices with a decrease in the creative arts area. The girls chose somewhat less frequently in the office work area.

Goal 4.0 Career Preparation

Objective 4.5 The pupil will be able to relate level of educational preparation and courses of study to specific occupational pursuits.

Instruments: (1) Survey of Educational and Career Plans (SECP) (11, 12)

(2) Career Maturity Inventory: Planning (CMI) (12)

Results:

Crisp: (See Table 31)

(1) A congruency score was derived for each pupil from his choices of educational and career plans on the SECP. An analysis of difference between the mean pre and post-test congruency score was made to determine change. Increased congruency of choices was considered for the achievement of the objective. As mentioned under Objective 3.4, the Crisp County eleventh grade group showed a significant decrease in their SECP Congruency Scores, whereas the twelfth grade pupils revealed no significant change in congruency.

(2) On the CMI - Planning Test, the pupils are required to select the most effective ordering of intermediate steps necessary for the achievement of 20 career

goals. A criterion was established that 75% of the pupils should select the most effective sequence on at least 8 items. The Crisp County project did not administer the CMI to their pupils. Therefore, based on the available SECP results the Crisp County project failed to achieve Objective 4.5 with the eleventh grade and twelfth grade pupils.

Liberty: (See Tables 26, and 32)

(1) The congruence of the educational and career plans of the Liberty County pupils increased significantly in both the eleventh and twelfth grade groups.

(2) The Liberty County twelfth grade group fell short of achieving the criterion on the CMI - Planning Test with 33.8% of the group achieving the established level. Objective 4.5 was therefore achieved with the Liberty County eleventh grade pupils but was only partially achieved with the twelfth grade group.

Objective 4.6 The pupil leaving school upon completion of a Voc - Tech curriculum will demonstrate the skills and competencies needed for employment and educational placement in a specified occupational

area.

Instrument: Ohio Trade and Industrial Achievement Tests (T&I) (12)

Outcome Expectancy: The OT&I battery was administered as a posttest to the eleventh and twelfth grade pupils (twelfth grade only in the evaluation plan). The project pupils, to achieve this objective were expected to have a group mean equal to or greater than the published norm for the indicated grade level. This battery also yields a measure of academic aptitude. A comparison between the attained percentiles on the academic aptitude and the achievement tests was also used in the analysis.

Results:

Crisp: (See Tables 107 and 108)

The OT&I battery was administered to the eleventh and twelfth grade pupils in two different areas of Trade and Industrial education for which published norms were available. The summary of the achievement and aptitude test results is shown in Table 105. When compared to the published norms the mean scores for the Crisp County pupils were below the national mean, with the eleventh grade

Table 105. Summary of Ohio Trade and Industrial Achievement Test Results for Crisp County 1975-76

Test	11th Grade		12th Grade	
	N	%ile	N	%ile
Automotive Mechanics				
Academic Aptitude	12	43	9	13
Achievement Total	10	37	7	7
Diversified Health Occupations				
Academic Aptitude	52	39	9	36
Achievement Total	50	15	9	26

group ranging from the 37th percentile in Automotive Mechanics to the 15th percentile in Diversified Health Occupations, and the twelfth grade group from a low of the 7th percentile in Auto Mechanics to the 26th percentile in Diversified Health Occupations. The data were also studied by comparing the percentile rank of the group on academic aptitude with their percentile rank in the respective T&I areas. It will be noted that in each area both grade groups achieved at a level below their aptitude scores. The tables in Appendix B (107 and 108) show the results of these tests by subtests within each area. The project director may want to study these carefully to identify specific achievement strengths and weaknesses in each area. For example, in the area of Automotive Mechanics the eleventh grade group scored at the 67th and 78th percentiles on the Suspension System and the Ventilating System subtests; but they scored only at the 24th percentile and 30th percentile on the General Service and Power Training subtests. These differential results may indicate that the material measured may indicate

that the material measured is not being taught, or that the pupils have not learned what was included in the curriculum. These results support the conclusion that Objective 4.6 was not achieved by the Crisp County project.

Liberty: (See Tables 109 to 113)

The OT&I was administered to the Liberty County eleventh and twelfth grade pupils in five different areas of Trade and Industrial education for which norms were available. The summary of the achievement and aptitude test results is shown in Table 106. When compared to the published norms the mean scores for the Liberty County pupils were consistently in the lower one-third, with the eleventh grade group ranging from a high of the 32th percentile in Auto Mechanics to a low of the 5th percentile in Carpentry; and the twelfth grade group ranging from a high of the 11th percentile in Construction, Electric Electricity, Diversified Health Occupations, and Welding to a low of the 3rd percentile in Carpentry. In comparing the percentile rank of the group on academic aptitude with their percentile rank on achievement in the respective T&I

Table 106. Summary of Ohio Trade and Industrial Achievement Test Results for Liberty County 1975-76

Test	11th Grade		12th Grade	
	N	%ile	N	%ile
Automotive Mechanics				
Academic Aptitude	23	63	7	29
Achievement Total	21	32	9	10
Carpentry				
Academic Aptitude	7	5	9	19
Achievement Total	7	5	9	3
Construction Electricity				
Academic Aptitude	8	29	15	15
Achievement Total	8	10	13	11
Diversified Health Occupations				
Academic Aptitude	23	49	5	25
Achievement Total	21	25	5	11
Welding				
Academic Aptitude	28	46	13	34
Achievement Total	26	11	14	11

areas, both grade groups achieved at a level below their aptitude scores in every area. The tables in Appendix B (109 to 113) may be studied to identify specific achievement strengths and weaknesses in each area. The results indicate that Objective 4.6 was not achieved by the Liberty County project.

Goal 5.0 Placement

Objective 5.1 All school leavers will be placed either in employment, voc.-tech. schools, or baccalaureate programs.

Instrument: Placement reports of the project directors.

Results:

Crisp: This objective, as stated, required 100% placement for full achievement. The Crisp County project reported that the job placements for 1975-76 totaled 567 in all categories, including part-time employment. Job placement committees were formed for grades eight, nine, and ten through twelve. (See Table 114). The post graduation plans of the twelfth grade group included 138 planning additional education, 83 in full-time employment or the military, and six planned marriage, and 16 were

Table 114. Job Placement of Crisp County Pupils During 1975-76

Grade	Job Placement Committee	No. of Placements
8	PECE Coordinators, Counselor, and Teachers	62
9	CVAE Instructor, Coordinating Teachers, Counselor, and Other Teachers	150
10-12	(1) Instructors of Vocational and Cooperative Programs	
	(2) Placed by Counselors and other Teachers	255
Total		567

undecided. Crisp County had 117 drop-outs from grades eight through twelve during the year. Of this group only 22 entered full-time employment. Objective 5.1, as stated was only partially achieved by the Crisp County project but placement represented a notable achievement in light of existing economic conditions.

Liberty: The Liberty County placement records were somewhat less detailed than those of Crisp County. A total of 230 job placements were reported for the year. This was about 100 more placements than were reported the previous year. It is not known how many of these were permanent jobs, summer jobs, or part-time jobs. Also, the number of graduates who continued their education was not reported. Objective 5.1 was considered to have been only partially achieved in the Liberty County project.

Evaluation Summary
1975-76
Crisp and Liberty Counties
Career Education Projects

Introduction

The 1975-76 evaluation of the career education projects in Crisp and Liberty Counties, Georgia followed the basic plan initiated in 1972 as a cooperative endeavor of the Georgia State Department of Education, the two local school districts, and the University of Missouri-Columbia. The evaluation was designed to determine the impact of comprehensive career education activities on the career development of pupils from kindergarten through grade twelve. The process evaluation initiated in 1973-74 was continued in 1975-76.

The evaluation plan for assessing pupil outcomes was an integral part of the program development process for these two projects officially identified as "Career Education for Rural Georgians." The development of the evaluation plan followed several basic steps essential for program development and evaluation: (1) Each of the career education goals of the project was defined in terms of behaviors appropriate to the developmental level of each pupil group; (2) the behaviors identified were then translated into behavioral objectives expressed as outcomes or expected performance of each group; (3) measures for each objective and each grade group were selected or developed to quantify all outcomes; and (4) a schedule was developed for the systematic collection, analysis, and interpretation of outcome data, including the specification of responsibilities of the local project staffs

and the third party evaluator for the various phases of the evaluation.

The evaluation of outcomes for five (5) goals and nineteen (19) different objectives across nine (9) grade groups required careful planning and full cooperation of all parties, including teachers, counselors, and administrators. The success of each evaluation has been due, in a large part, to the cooperation of the involved parties. Some modifications in procedures and grade group sampling were implemented during 1975-76. The major changes in the 1975-76 evaluation plans were: (1) The School Sentiment Index was given only as a posttest in grade six; (2) The PECE Knowledge Test was dropped in grade nine, and was given in grade seven in Liberty County and grade eight in Crisp County; (3) The Work Stories Test was used in grades eight and nine in Liberty County and grades seven and nine in Crisp County; (4) The Choose A Job Inventory was given as a posttest only in grade nine; and (5) The MIA was given as a pretest and posttest in grade eleven and eliminated in grade twelve. These changes were made to adjust for changes in the project activities and to reduce the amount of data collected at some grade levels.

This section of the report represents the evaluator's attempt to point out some of the highlights of the 1975-76 evaluation results, to note changes in outcomes from the preceding years, and to identify areas that may need more study and attention. The reduction of the detailed evaluation data to a few conclusions and implications is subject to important omissions and subjective interpretations, and this section should be read with limitations in mind.

The outcomes that provided evidence regarding the achievement of the project objectives were reported in the preceding section of this report. The next, and more general, question is "How well did the projects do in achieving the career education goals originally proposed?" The full achievement of the outcome objectives related to a specific goal was interpreted as full achievement of the goal; the achievement of some of the objectives as partial achievement of the goal; and, failure to achieve the objectives as failure to achieve the goal. The evaluation conclusions with respect to the achievement of the 1975-76 project goals are summarized in Table 115, and provide the basis for the following general outcome conclusions. Comparisons with the achievements of the previous years were made by adjusting the previous reports to account for the changes in grade groups and measures during the evaluation period.

General Project Conclusions:

1. The overall record of goal achievement was somewhat less than in previous years. The Crisp County project had a record of 36.7% for fully achieved goals over the five goals for the 9 grade groups. They had an additional 20.0% that fell in the partially achieved category. Thus, in 56.7% of the 30 goal analyses reported the Crisp County project either fully or partially achieved the goal. This represented a slight decrease from the 65.4% goal achievement in 1974-75. The first two years were the

TABLE 115. SUMMARY OF CAREER EDUCATION GOAL ACHIEVEMENT FOR CRISP AND LIBERTY COUNTIES - 1975-76

	GOAL 1.0 SELF AWARENESS		GOAL 2.0 CAREER AWARENESS		GOAL 3.0 DECISION MAKING		GOAL 4.0 CAREER PREPARATION		GOAL 5.0 PLACEMENT		PERCENT A OR P BY GRADE	
GRADE	CRISP	LIBERTY	CRISP	LIBERTY	CRISP	LIBERTY	CRISP	LIBERTY	CRISP	LIBERTY	CRISP	LIBERTY
3	A	A	A	A	A	A	P	P			100.0	100.0
4			N	A	N	N	A	N			33.3	33.3
5	A	A	A	N			N	N			66.6	33.3
6	N	A	N	N			A	N			33.3	33.3
7	N	N	A	N				N			50.0	00.0
8	N	N	A	N	P	N	A				75.0	00.0
9	N	N	N	N	P	N					33.3	00.0
11	A	N			N	P	N	A	P	P	50.0	75.0
12		N	N	N	P	P	N	P	P	P	50.0	80.0
A	42.8	37.5	50.0	25.0	16.7	16.7	42.9	14.3	00.0	00.0	36.7	22.6
P	00.0	00.0	00.0	00.0	50.0	33.3	14.3	28.6	100.0	100.0	20.0	19.4
N	57.2	62.5	50.0	75.0	33.3	50.0	42.8	57.1	00.0	00.0	43.3	58.0

LEGEND: A=FULLY ACHIEVED P=PARTIALLY ACHIEVED N=NOT ACHIEVED

best using this criterion. The Liberty County project had an overall success rate of 42.0%, with a 22.6% record of fully achieved goals. The Liberty County project followed the same declining pattern observed in Crisp County when compared to the previous three years. The Crisp County project, as in the previous years showed a somewhat higher percentage of goal achievement than did the Liberty County project.

2. The success rate of the projects has differed each year from grade group to grade group, or with the maturity level of the pupils. This pattern was observed again in 1975-76. Both of the projects were highly successful in the lower elementary grades during the first two years. The K through two groups were not included after the 1973-74 year, however the same positive results have prevailed for grade three for the last two years. Both projects had a 100% achievement record of fully or [illegible]cially meeting objectives for grade three during 1975-76. These findings continue to support the observations made in the previous reports regarding the feasibility of career education activities for young children. The goal achievement record with the junior high school pupils which had been quite good, in the first three project years declined in 1975-76. The Crisp County project had 50% and 75% success rates in grades seven and eight respectively compared to 100% the previous year. Liberty County failed to achieve the expected outcomes in either of

these grades during 1975-76. The achievement of goals at the ninth grade level was also down in Crisp County with 33.3% compared with 66.7% the year before. Likewise the Liberty County project declined. This was a distinct decrease for both projects compared with the previous years. The goal achievement record with the intermediate grade groups (4, 5, and 6), which has been relatively weak in both projects during previous years, showed some improvement in 1975-76. Both projects were reasonably successful in achieving their goals at the eleventh and twelfth grade levels, with results that are reasonably comparable to the first three years. The continued weakness in achieving the goals and objectives at the intermediate grade level and the drop at the junior high school level should be given special attention in future program planning.

3. Differential success has been observed each year among the goal areas and between the two projects. The pattern for 1975-76 showed little improvement and losses in most areas. The changes are difficult to explain. These results should be studied in order to strengthen those areas where weaknesses are evident and to try to find explanations for some of the losses from previous years. The following discussion is presented by goal areas noting differences among the areas and between the projects, as well as changes from the results of previous years.

   a. The self awareness goal area (1.0) showed

significant improvement in 1973-74, but was about the same during the other three years. The Crisp County project had a 42.8% success this year, the same as last year, and Liberty County a 37.5% record compared to 57.2% last year. Both projects had full achievement of this goal in grade three but showed weakness in the upper grades. Liberty County failed to achieve this goal in grades 7-12, while Crisp County achieved the goal in grades 3, 5 and 11. All of the junior and senior high school grades appear to need additional attention in both projects with respect to self awareness.

b. The goal area of career awareness (2.0) had the poorest record of goal achievement in 1975-76 of any of the four project years. This decline is not readily explainable from the program activities reports. Detailed analysis of career awareness activities in the upper grades seems to be indicated. The 1975-76 achievement of this goal shows 50.0% for Crisp County and 25.0% for Liberty County. This difference between the projects in achieving the career awareness goal has been apparent each year and probably reflects differences in the implementation of career awareness activities in the two projects. The process description, obtained from reports and visitations, indicated that the Liberty County program activities were minimal in the intermediate and senior high school grades. This

deficiency may be a direct cause for the differential results in this goal area.

c. Both projects had a nice increase in 1974-75 in the success rate for achieving the decision making goal (3.0) but declined to previous levels in 1975-76. Crisp County showed 66.7% achievement this year compared to 100% last year, and Liberty County dropped from 71.4% to 50%. The grade level achievement of the decision making goal showed results similar to previous years with excellent achievement in grade three and spotty results in the other grades. The goal was achieved well in grades eight and nine in Crisp County, but not in Liberty County. The twelfth grade group has achieved this goal reasonably well each year. The demands for decision making at the twelfth grade level may be associated with motivation that led to better achievement of this goal.

d. The achievement of the career preparation goal (4.0) was one of the brightest spots in the 1975-76 outcome results. Both projects showed increases over the previous year and about the same as the first two years. The Crisp County project had a success rate of 57.2% compared with 40% the two preceding years. Liberty County showed only 42.9% compared with 16.7% last year.

e. Both projects continued to show well in achieving the placement goal (5.0). Both projects had

very commendable placement records in another year when unemployment was high. This part of the projects has to be one of the strongest activities for the senior high school grade groups.

Process Summary:

The information used to assess process in the two projects was obtained from the interim project reports, project visitations, teacher assessment of the project (reported elsewhere in this report), and the outcome/activities summary. This process summary of highlights, strengths, and weaknesses represents the evaluator's interpretation of the information available. It is, therefore, of necessity limited and somewhat subjective.

Highlights of Crisp County Project:

The Crisp County project was expanded again during 1975-76 to include new teachers and to provide career education experiences for more pupils. The mid-year change of project directors appeared to have been made with a minimum of disruption to the program. The following brief summary by grade groups seemed to be the major emphases of the project:

1. The development of career education units and the fusing of these units into the traditional subject matter areas was the principal methodological approach in the primary grades (K-4) and in the middle grades (5-7). The techniques used have been summarized earlier in this report. Two primary schools had 100% participation of their classes, and the third school had nine out of 21 classes participating. The

middle grade schools implemented career education units and used prepared materials to reach larger numbers of pupils in 1975-76. Southwestern had 100% teacher participation with a minimum of two career education units during the year in each class. Expanded participation at A.S. Clark was noted in 1975-76 with 10 out of 23 teachers participating.

2. The PECE and CVAE programs, at the eighth and ninth grades respectively, continued to be some of the best organized CE activities in the project. The project reported 100% participation of the eighth grade pupils on a semester rotation basis. This program provided exploratory experiences using a variety of techniques. The CVAE program had 60 pupils directly involved and indirectly reached others. The CVAE group was composed entirely of pupils who were high potential dropouts, and achieved an outstanding record of holding power for this group during the year. The project could accommodate only about one-half of the pupils who wanted to participate in the CVAE program, and it would appear that the pupil needs and the results obtained fully justify expansion of this program.
3. The Crisp County program at the senior high school level had minimal participation during the first two years of the project. The last two years have showed increased participation, but most of the career education activities were still found in the vocational areas with the FEAST program standing out as a primary thrust in CE. The Nature Trail project pro-

vided an opportunity for career education activities to be fused and interlocked in a variety of the senior high school subject matter areas. The CE potential of this project had not been fully developed through 1975-76 but there was considerable teacher interest that should provide a plus for making the Nature Trail an exemplary CE project.

Highlights of Liberty County Project:

The Liberty County project had a new director in 1975-76 who gave evidence of good leadership in initiating and facilitating career education activities throughout the school system. Particularly noteworthy efforts were made to develop, procure, and make available resource materials for the teachers. Also, improved inservice staff development activities were observed. The following summary indicates some of the process strengths and weaknesses as interpreted by the evaluator:

1. The Bacon Primary School was the bright spot in the lower elementary grades. All the classrooms in this school had organized career education activities. The teachers were supportive and enthusiastic about the CE project, and the pupils were active participants. Limited activities were also observed at Liberty Elementary School.
2. Some improvement was noted in the career education activities in grades four, five, and six but it was still very limited. The Bread and Butterflies materials appeared to provide the focal point for the CE activities in these middle grades.

3. The PECE program in grade seven was reaching about 80% of the pupils by rotating then through the program on a quarterly basis. Mini-prevocational courses were reported at the eighth grade level with the use of some of the PLACE packages. The eighth grade pupils rotated through the areas of home economics, industrial arts, and business education. Most of the seventh and eighth grade pupils were involved in CE activities for a part of the school year.
4. Career education activities, aside from the regular vocational program, were again difficult to find in the senior high school. The career resources center established in 1974-75 with one person designated to maintain and operate the center had been expanded and moved to the library. The center was available for the use of teachers and pupils, and information regarding the frequency of use was encouraging. The placement activities were assigned to the vocational coordinators and seemed to be operating more smoothly than previously. The CVAE program was reaching 40 to 50 pupils.

General Conclusions and Implications

The 1975-76 school year represented a period of continued project expansion and mixed achievements for both projects. More teachers were involved and more pupils reached in both Crisp County and Liberty County. The outcomes were reasonably consistent with those of three previous school years, but there was some decline in the achievement of the project objectives.

There was increased teacher support for the project accompanied by more enthusiastic participation for the third consecutive year. This year's finding tends to support the implications for career education noted in the previous reports. The following observations are made with the hope that the project leadership can capitalize on the strengths and reduce the weaknesses of the projects as evidenced by the evaluation outcomes.

1. The continued success in achieving the career education objectives with the lower elementary grade groups might be used to motivate more teachers to participate in these grades, as well as in the intermediate grades. The activities involving fusing, field trips, visitations, and simulated work experience, that have worked so well in the lower grades should be equally effective, with modifications, at the higher grade levels. This suggestion has been made each year and hopefully the successful work at this level can be used to generate more activity in the other grades.
2. The successes observed in improving career awareness during the first two years were only partially supported the last two years. The project activities and emphases should be examined to determine the causes for this drop.
3. The self-awareness goal area was the weakest area of achievement except the second year. Both projects were weak in this area in three of the four years. This area needs careful examination and perhaps some consideration given to in-service training to assist teachers in using self awareness materials and

techniques. The decision making goal area showed a reasonably good level of achievement throughout the project years. There was, however, relatively little improvement in this area from year to year. The career preparation goal area was the weakest of all areas in the 1974-75 evaluation but was improved in 1975-76 to near the level of the first two years. Activities that help pupils relate career preparation to career goals appears to be a career development need that was not met very adequately over the four years.

4. The placement record was again quite good in view of the economic situtation. A qualitative analysis of the placements is suggested to determine the appropriateness of placements to the career development needs of the pupils. Also, the placement personnel could provide useful program input by analyzing the relationships between the placements and the interests, training, and aptitudes of the individuals. This type of information relates directly to the work of the counselors and to an analysis of program content and vocational preparation to meet employment demands and opportunities.
5. As noted elsewhere, some grade groups and some goal areas need a careful study to better meet the CE expectations. The two grade groups that have continued weak are the intermediate grades and the senior high school grades. The fact that these weaknesses are not unique to any one goal area would suggest that the total

program emphasis needs to be examined at these grade levels. The outcome results, and the on-site visitations, indicate that the program activities were not as well organized, were less goal oriented, and were not reaching pupils to the same extent at these grade levels as at the lower elementary and junior high school levels. (The 1975-76 outcomes were also weak at the junior high school level.) This observation has been particularly applicable to the Liberty County project, but has been observed to considerable degree in both. The increased activities at the senior high school level should result in an improvement at this level, but the results were not yet apparent at the end of the 1975-76 year.

6. As these projects take on the role of demonstration sites, the process that was implemented to produce the outcomes needs to be described in detail for communication to interested parties. Better descriptions of materials used and actual procedures employed are needed so that other school systems can take full advantage of the successful practices in Crisp and Liberty Counties.
7. Throughout the project years there was some indication that better feedback of evaluation information, and better communication among teachers and between teachers and staff would be appreciated and probably beneficial to the participants. Inservice education for teachers and staff was an important part of these

projects. Inservice activities were expanded and improved with the experience of the staff. Inservice activities are essential to CE projects to help teachers assess their work, plan program activities, and develop new materials.

8. The evaluation of CE outcomes can be made more meaningful by collecting assessment data from control groups to assist in defining cause and effect relationships between process and outcomes. The opportunity is still available for the local projects or the State Department to compare outcome results of the project participants with control subjects who have not been exposed to the CE activities.
9. The evaluation data collected during the past four years affords each of these projects the opportunity to measure progressive career development of the participants. This type of continued study can make valuable contributions to the project planning, as well as to a better understanding of career education generally.

The 1975-76 year was the capstone to a noble and exciting experiment in providing career education opportunities for rural children and youth. There were, during this four year experience, times of frustration, and perhaps even despair, but the results were gratifying. The Crisp and Liberty Counties projects clearly demonstrated the feasibility of career education for all children and youth. The outcomes were not always at the expected level, but when compared with the disappointing results of so many educational effectiveness studies, there

were many shining stars in these projects. Notable in this regard were the consistent positive outcomes in the early elementary school grades. The comprehensive career education programs developed in these projects are by no standards perfect, but if judged on progress they would certainly be graded A+. These projects can probably best be appreciated by those who had the opportunity to observe:

1. The staff struggle with formulating CE goals and objectives and translating them into meaningful outcomes.
2. The tedious and laborious task of developing program strategies appropriate to the objectives, the available resources, and the target groups.
3. The perhaps skeptical administrative support in the beginning move to active professional and material support in the latter years.
4. The resistant, and sometimes defensive, teachers become the most enthusiastic supporters of career education.
5. Pupils who were totally ignorant of, or at least disinterested in, career education and in school, become interested in school and anxious to plan and pursue careers.
6. The concept of career education mature from a "grant idea" to an integral part of the school's philosophy.

All of these things were observed in varying degrees in the Crisp and Liberty County projects, and to the evaluators these observations provide a firm, although subjective, basis for judging the success of the projects. The process growth and the pupil outcomes in these projects have demonstrated the viability of career education for rural children and youth. The lessons

learned in planning and implementing these projects should make valuable contributions to expedite the development of CE programs in other schools in the State of Georgia and in the Nation.

APPENDIX A

Results of Career Education Questionnaire

Results of Project Evaluation Questionnaire

RESULTS OF CAREER EDUCATION QUESTIONNAIRE

Item 1: Career education is more appropriate for boys than for girls.

County	N	Percent Responding SA	A	D	SD
Crisp	36	3	8	28	61
Liberty	54	0	4	26	70

Item 2: The pupil's self identity and interpersonal skills are two of the most important target areas of career education.

County	N	Percent Responding SA	A	D	SD
Crisp	34	71	29	0	0
Liberty	54	35	63	0	2

Item 3: Career education tends to "water down" the curriculum, especially in the sciences.

County	N	Percent Responding SA	A	D	SD
Crisp	36	6	19	33	42
Liberty	51	2	4	52	37

Item 4: A special course on career education is a more effective means of implementing career education than incorporating the concepts into all courses.

County	N	Percent Responding SA	A	D	SD
Crisp	36	8	28	31	33
Liberty	53	6	15	44	33

Item 5: Career education is just another educational fad and will soon fade away.

County	N	Percent Responding SA	A	D	SD
Crisp	36	6	17	42	36
Liberty	54	6	7	48	39

Item 6: Pupils' career development needs are most effectively met through field trips and community tours.

County	N	Percent Responding SA	A	D	SD
Crisp	35	26	43	23	9
Liberty	53	22	43	32	2

Item 7: Career education activities are inappropriate for elementary school pupils.

County	N	Percent Responding SA	A	D	SD
Crisp	36	11	6	28	56
Liberty	53	2	6	30	61

Item 8: The school curriculum is too college-oriented.

County	N	Percent Responding SA	A	D	SD
Crisp	36	6	25	33	36
Liberty	47	4	13	43	28

Item 9: Career education is an attempt to relate the school curriculum to the world of work.

County	N	Percent Responding SA	A	D	SD
Crisp	34	59	41	0	0
Liberty	54	65	32	2	2

Item 10: Pupils need more career planning assistance.

County	N	Percent Responding SA	A	D	SD
Crisp	36	19	75	6	0
Liberty	54	22	67	6	6

Item 11: In our school system money expended for a special career education program could be better utilized for other educational purposes.

County	N	Percent Responding SA	A	D	SD
Crisp	35	11	11	49	29
Liberty	52	7	17	54	19

Item 12: Pupils should have saleable skills upon leaving school.

County	N	Percent Responding SA	A	D	SD
Crisp	35	29	66	6	0
Liberty	53	50	39	9	0

Item 13: Career education is a new vocational education training program.

County	N	Percent Responding SA	A	D	SD
Crisp	32	3	31	47	19
Liberty	51	7	43	30	15

Item 14: Career education is one of the best educational ideas to emerge in recent years.

County	N	Percent Responding SA	A	D	SD
Crisp	35	23	51	17	9
Liberty	54	9	67	22	2

Item 15: Career education programs improve school-community relationships.

County	N	Percent Responding SA	A	D	SD
Crisp	36	33	58	6	3
Liberty	53	17	74	2	6

Item 16: School subjects need to be more closely related to the world of work.

County	N	Percent Responding SA	A	D	SD
Crisp	36	36	50	11	3
Liberty	51	24	63	7	0

Item 17: Teachers should set aside specific time periods for implementing career education in the classroom.

County	N	Percent Responding SA	A	D	SD
Crisp	35	6	31	43	20
Liberty	54	6	26	50	19

Item 18: Career education is aimed at those pupils who are not able to compete successfully in an academic program.

County	N	Percent Responding SA	A	D	SD
Crisp	35	6	6	57	31
Liberty	54	7	13	35	44

Item 19: Career education provides hands-on work experiences in the community.

County	N	Percent Responding SA	A	D	SD
Crisp	33	27	70	3	0
Liberty	45	11	50	15	7

Item 20: Career education is for all pupils.

County	N	Percent Responding SA	A	D	SD
Crisp	36	61	33	3	3
Liberty	54	57	43	0	0

RESULTS OF PROJECT EVALUATION QUESTIONNAIRE

Item 1: The work of the project is an important part of the school program and should be continued.

County	N	Percent Responding Yes	No	Don't Know
Crisp	36	86	8	6
Liberty	60	87	5	8

Item 2: The project activities have stimulated parent and community interest in the school program.

County	N	Percent Responding Yes	No	Don't Know
Crisp	36	69	8	22
Liberty	59	57	18	23

Item 3: The project has helped my pupils learn more about the world of work, including the work of their parents and neighbors.

County	N	Percent Responding Yes	No	Don't Know
Crisp	36	92	6	3
Liberty	60	95	3	2

Item 4: The project alienated some of the other school staff members.

County	N	Percent Responding Yes	No	Don't Know
Crisp	35	14	57	29
Liberty	57	12	53	30

Item 5: Pupil attitudes toward school are more positive as a result of participation in project activities.

County	N	Percent Responding Yes	No	Don't Know
Crisp	36	69	8	22
Liberty	59	58	10	30

Item 6: The project has been helpful in the planning and implementation of class activities related to career education.

County	N	Percent Responding Yes	No	Don't Know
Crisp	36	86	8	6
Liberty	60	88	7	5

Item 7: Teachers have a better understanding of the career development needs of students as a result of the project.

County	N	Percent Responding Yes	No	Don't Know
Crisp	36	86	8	6
Liberty	60	83	5	12

Item 8: Teachers are aware of the project's goals and objectives.

County	N	Percent Responding Yes	No	Don't Know
Crisp	36	78	8	14
Liberty	57	70	7	18

Item 9: The project has produced an excessive amount of paperwork for teachers.

County	N	Percent Responding Yes	No	Don't Know
Crisp	34	44	50	6
Liberty	58	27	60	10

Item 10: I felt that I had sufficient opportunity to influence project decisions and directions.

County	N	Percent Responding Yes	No	Don't Know
Crisp	35	66	23	11
Liberty	58	62	22	13

Item 11: The project has helped my pupils better appreciate the relationship of school subjects to their own career planning and career preparation.

County	N	Percent Responding Yes	No	Don't Know
Crisp	34	82	9	9
Liberty	58	73	7	17

Item 12: The project has provided helpful in-service activities for teachers.

County	N	Percent Responding Yes	No	Don't Know
Crisp	35	43	37	20
Liberty	58	65	10	22

Item 13: Teachers are aware of new educational materials and new teaching processes as a result of the project.

County	N	Percent Responding Yes	No	Don't Know
Crisp	35	80	9	11
Liberty	58	78	8	10

Item 14: Pupil's self concepts have been improved through project activities.

County	N	Percent Responding Yes	No	Don't Know
Crisp	35	83	3	14
Liberty	58	73	8	15

Item 15: The project influenced me to make greater use of community resources than I had in previous years.

County	N	Percent Responding Yes	No	Don't Know
Crisp	35	86	11	3
Liberty	57	72	12	12

Item 16: Pupils respond positively to activities initiated through the project.

County	N	Percent Responding Yes	No	Don't Know
Crisp	35	89	3	9
Liberty	57	80	8	7

Item 17: Evaluation feedback to the teachers has been inadequate.

County	N	Percent Responding Yes	No	Don't Know
Crisp	35	37	40	23
Liberty	57	32	45	18

Item 18: The project has helped me fuse career education activities into my regular classwork on a regular basis.

County	N	Percent Responding Yes	No	Don't Know
Crisp	35	77	17	6
Liberty	56	82	8	3

Item 19: The project has helped me interlock my teaching efforts with those of my colleagues.

County	N	Percent Responding Yes	No	Don't Know
Crisp	35	57	26	17
Liberty	57	57	25	13

Item 20: The project has received obvious support from the administrative personnel of my school and of the county.

County	N	Percent Responding Yes	No	Don't Know
Crisp	35	94	6	0
Liberty	57	83	3	8

APPENDIX B

Results of Statistical Analyses

Table 4. Results of 1975-76 Pre-Posttests for Grade Three Crisp County and t Tests for Significance of Change

Totals Grade	Test	N	Pre Mean	Pre S.D.	Post Mean	Post S.D.	DF	t
3	Describing People (1.1)	151	9.70	5.80	16.05	2.29	150	13.52**
3	Occupation Naming (2.1)	151	17.64	13.52	32.39	12.74	150	13.48**
3	Awareness of Community Helpers (2.1)	151	12.12	3.80	16.57	3.27	150	14.70**
3	Decisions in Everyday Life (3.1)	151	11.02	5.42	17.76	7.54	150	10.20**

**p <.01
*p <.05

Table 5. Results of 1975-76 Criterion Referenced Tests for Grade Three Crisp County

Grade	Test	N	Criterion Level	Proportion	Percent	Mean
3	Behavior Maturity Scale (4.2)	143	60% 18	79/143	55.3	19.15
3	Home Tasks Survey (4.2)	143	75% 08	117/143	81.8*	10.65

* Criterion level was reached

Table 6. Results of 1975-76 Pre-Posttests for Grade Three Liberty County and t Tests for Significance of Change

Totals Grade	Test	N	Pre Mean	Pre S.D.	Post Mean	Post S.D.	DF	t
3	Describing People (1.1)	103	9.17	5.78	12.52	3.64	102	6.53**
3	Occupation Naming (2.1)	103	10.87	9.68	23.66	11.75	102	11.74**
3	Awareness of Community Helpers (2.1)	103	7.30	3.43	14.52	4.12	102	12.84**
3	Decisions in Everyday Life (3.1)	103	6.02	4.10	11.23	4.81	102	8.76**

**p <.01
*p <.05

Table 7. Results of 1975-76 Criterion Referenced Tests for Grade Three Liberty County

Grade	Test	N	Criterion Level	Proportion	Percent	Mean
3	Behavior Maturity Scale (4.2)	103	60% 18	76/103	73.8*	21.71
3	Home Tasks Survey (4.2)	103	75% 08	73/103	70.9	8.51

* Criterion level was reached

Table 10. Results of 1975-76 Pre-Posttests for Grades Four, Five, and Six Crisp County and t Tests for Significance of Change

Totals Grade	Test	N	Pre Mean	Pre S.D.	Post Mean	Post S.D.	DF	t
4	Work Awareness Scale (2.2)	176	11.31	6.71	12.01	3.19	175	1.30
5	Work Awareness Scale (2.2)	195	11.96	3.30	13.87	5.46	194	5.54**
6	Work Stories (2.2)	168	14.45	3.24	14.69	3.10	167	0.87

**p <.01
*p <.05

Table 11. Results of 1975-76 Criterion Referenced Tests for Grades Four, Five, and Six Crisp County

Grade	Test	N	Criterion Level	Proportion	Percent	Mean
4	Everyday Decision Making (3.2)	159	75% 75	105/159	66.0	77.75
4	Basic Studies and Occupations (4.1)	159	75% 26	125/159	78.6*	30.40
5	Inventory of Personal Characteristics (1.2)	195	75% 24	166/195	85.1*	29.49
5	Employability Characteristics (4.3)	190	75% 37	138/190	72.6	46.49
6	Inventory of Self and Occupational Characteristics (1.2)					
	Self	157	67% 03	87/157	55.4	2.69
	Occupational	160	67% 03	77/160	48.1	3.01
6	Everyday Decision Making (3.2)	159	75% 75	123/159	77.4*	81.29
6	Basic Studies and Occupations (4.1)	157	75% 30	117/157	74.5	33.35
6	School Sentiment Index (4.1)	157	60% 20	103/157	65.6*	21.52
6	Employability Characteristics (4.3)	84	75% 46	28/084	23.3	38.69

* Criterion level was reached

Table 12. Results of 1975-76 Pre-Posttests for Grades Four, Five, and Six Liberty County and t Tests for Significance of Change

Totals Grade	Test	N	Pre Mean	Pre S.D.	Post Mean	Post S.D.	DF	t
4	Work Awareness Scale (2.2)	113	11.52	3.04	12.79	3.08	112	4.21**
5	Work Awareness Scale (2.2)	89	11.84	3.73	12.35	3.59	88	1.70
6	Work Stories (2.2)	91	13.14	3.66	13.39	3.88	90	0.91

**p <.01
*p <.05

Table 13. Results of 1975-76 Criterion Referenced Tests for Grades Four, Five, and Six Liberty County

Grade	Test	N	Criterion Level	Proportion	Percent	Mean
4	Everyday Decision Making (3.2)	113	75% 75	66/113	58.4	76.12
4	Basic Studies and Occupations (4.1)	113	75% 26	26/113	23.0	17.95
5	Inventory of Personal Characteristics (1.2)	89	75% 24	75/089	84.3*	29.62
5	Employability Characteristics (4.3)	89	75% 37	43/089	48.3	35.48
6	Inventory of Self and Occupational Characteristics (1.2)					
	Self	91	67% 03	64/091	70.3*	3.11
	Occupational	91	67% 03	64/091	70.3*	3.24
6	Everyday Decision Making (3.2)	91	75% 75	71/091	78.0*	81.92
6	Basic Studies and Occupations (4.1)	91	75% 30	29/091	31.9	20.82
6	Employability Characteristics (4.3)	91	75% 46	29/091	31.9	37.09
6	School Sentiment Index (4.1)	91	60% 20	38/091	41.8	19.57

* Criterion level was reached

Table 16. Results of 1975-76 Pre-Posttests for Grades Seven, Eight, and Nine Crisp County and t Tests for Significance of Change

Totals Grade	Test	N	Pre Mean	Pre S.D.	Post Mean	Post S.D.	DF	t
7	Work Stories (2.3)	167	14.20	3.00	14.99	3.05	166	3.54**
8	Career Development Inventory (3.3)							
	Scale A: Attitudinal	142	95.93	16.34	97.79	14.98	141	1.21
	Scale B: Resources	142	249.66	48.65	255.98	40.34	141	1.71
	Scale C: Decision Making	146	9.95	4.96	11.19	5.61	145	3.03**
9	Work Stories (2.3)	113	13.84	3.89	14.03	4.17	112	0.51
9	Career Development Inventory (3.3)							
	Scale A: Attitudinal	102	97.08	19.24	100.48	18.56	101	1.82
	Scale B: Resources	102	263.84	47.33	264.19	47.31	101	0.07
	Scale C: Decision Making	103	10.30	4.98	11.23	5.02	102	2.26*

**p <.01
*p <.05

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Table 17. Results of 1975-76 Pre-Posttests for Grade Eight Crisp County and t Tests for Significance of Change

Totals Grade	Test	N	Pre Mean	Pre S.D.	Post Mean	Post S.D.	DF	t
8	PECE Knowledge Test Score #1 (2.4)	147	16.29	4.51	17.64	5.23	146	4.10**
8	PECE Knowledge Test Score #2 (2.4)	147	18.52	4.68	20.02	4.46	146	4.22**
8	PECE Knowledge Test Score #3 (2.4)	147	11.22	5.41	13.09	5.54	146	5.22**
8	PECE Knowledge Test Total Score	147	45.97	12.39	50.76	13.24	146	7.38**

**p <.01
*p <.05

Table 18. Results of 1975-76 Comparison of Aspirational and Achievement Self-Estimates for Grades Seven, Eight, and Nine Crisp County and t Tests

Grade	Test	N	Weighted Aspirational Mean	S.D.	Weighted Achievement Mean	S.D.	DF	t [1]
7	Choose A Job Inventory Post (1.3)	167	19.94	4.20	18.22	4.34	166	7.61**
8	Choose A Job Inventory Post (1.3)	159	20.83	3.30	19.03	4.09	158	8.33**
9	Choose A Job Inventory Post (1.3)	113	20.43	4.25	18.81	4.55	112	5.81**

**p<.01
*p<.05

[1] a nonsignificant t value required to achieve the objective

Table 19. Results of 1975-76 Pre-Posttests for Grade Seven Liberty County and t Tests for Significance of Change

Totals Grade	Test	N	Pre Mean	Pre S.D.	Post Mean	Post S.D.	DF	t
7	PECE Knowledge Test Score #1 (2.4)	109	16.18	4.37	16.54	4.78	108	.87
7	PECE Knowledge Test Score #2 (2.4)	109	19.37	5.70	18.43	4.99	108	-1.55
7	PECE Knowledge Test Score #3 (2.4)	109	11.35	4.65	11.35	5.03	108	0.00
7	PECE Knowledge Test Total Score (2.4)	109	46.55	10.52	46.33	12.69	108	-0.24

**p <.01
*p <.05

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Table 20. Results of 1975-76 Pre-Posttests for Grades Eight and Nine Liberty County and t Tests for Significance of Change

Totals Grade	Test	N	Pre Mean	Pre S.D.	Post Mean	Post S.D.	DF	t
8	Work Stories (2.3)	101	14.96	3.14	14.81	3.67	100	-0.45
8	Career Development Inventory (3.3)							
	Scale A: Attitudinal	101	97.13	14.54	96.96	15.02	100	-0.11
	Scale B: Resources	101	254.14	42.86	257.65	50.60	100	0.77
	Scale C: Decision Making	101	11.65	4.64	10.57	4.61	100	-2.66**
9	Work Stories (2.3)	66	15.19	3.10	14.43	4.54	65	-1.77
9	Career Development Inventory (3.3)							
	Scale A: Attitudinal	65	100.47	23.36	102.70	25.59	64	0.90
	Scale B: Resources	65	259.50	44.04	249.35	73.22	64	-1.15
	Scale C: Decision Making	65	13.90	11.82	11.59	5.52	64	-1.59

**p <.01
*p <.05

Table 21. Results of 1975-76 Comparison of Aspirational and Achievement Self-Estimates for Grades Seven, Eight, and Nine Liberty County and t Tests

Grade	Test	N	Weighted Aspirational Mean	Weighted Aspirational S.D.	Weighted Achievement Mean	Weighted Achievement S.D.	DF	t[1]
7	Choose A Job Inventory Post (1.3)	109	21.94	3.25	20.50	3.52	108	3.14**
8	Choose A Job Inventory Post (1.3)	101	21.65	3.60	20.10	3.89	100	2.94**
9	Choose A Job Inventory Post (1.3)	66	21.24	3.18	19.76	2.94	65	2.78**

**p<.01
*p<.05

[1] a nonsignificant t value required to achieve the objective

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Table 24. Results of 1975-76 Criterion Referenced Tests for Grade Eleven

Crisp County

Grade	Test	N	Criterion Level	Proportion	Percent	Mean
11	My Interests and Aptitudes (1.4)					
	Scale C (Difference)	100	75% 4 or less	83/100	83.0*	3.28
	Scale D (Occupation)	136	75% 8	112/136	82.4*	8.83

* Criterion level was reached

Table 25. Results of 1975-76 Criterion Referenced Tests for Grade Eleven

Liberty County

Grade	Test	N	Criterion Level	Proportion	Percent	Mean
11	My Interests and Aptitudes (1.4)					
	Scale C (Difference)	74	75% 4 or less	54/74	73.0	3.62
	Scale D (Occupation)	74	75% 8	46/74	62.2	7.78

Table 26. Summary of Achievement of Career Maturity Objectives in Liberty County

Grade Twelve 1975-76

Grade	Test	N	Criterion Level	Proportion	Percent	Mean
12	Career Maturity Inventory					
	Self Appraisal (1.4)	75	75% ≥ 12	23/75	30.7	9.4
	Occupational Information (2.5)	75	75% ≥ 12	32/75	42.7	10.5
	Goal Selection (3.4)	75	75% ≥ 11	26/75	34.7	8.6
	Planning (4.5)	74	75% ≥ 08	25/74	33.8	7.3
	Problem Solving (3.4)	75	75% ≥ 06	46/75	61.3	7.1
	Attitude Scale (2.5, 3.4)	74	75% ≥ 33	52/74	70.3	35.0

Table 27. Results of 1975-76 Pre-Posttests for Grade Eleven Crisp County and t Tests for Significance of Change

Totals Grade	Test	N	Pre Mean	Pre S.D.	Post Mean	Post S.D.	DF	t [1]
11	Survey of Educational and Career Plans (3.4) IB1B - Certainty Score	116	1.83	0.61	1.79	0.67	115	-0.54
11	Survey of Educational and Career Plans (3.4) IB2B - Certainty Score	116	1.87	0.62	1.81	0.76	115	-0.73
11	Survey of Educational and Career Plans (3.4) IIAB - Certainty Score	116	1.88	0.65	1.66	0.76	115	-2.56**
11	Survey of Educational and Career Plans (3.4) IIBB - Certainty Score	116	1.85	0.64	1.74	0.78	115	-1.42
11	Survey of Educational and Career Plans (3.4) IICB - Certainty Score	116	1.76	0.65	1.75	0.75	115	-0.13
11	Survey of Educational and Career Plans (3.4) IIDB - Certainty Score	116	1.71	0.70	1.71	0.78	115	0.00

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**p <.01
*p <.05

[1] a significant negative t value required to achieve the objective

Table 28. Results of 1975-76 Pre-Posttests for Grade Twelve Crisp County and t Tests for Significance of Change

Totals Grade	Test	N	Pre Mean	Pre S.D.	Post Mean	Post S.D.	DF	t [1]
12	Vocational Knowledge Inventory	117	35.56	10.76	30.26	12.07	116	-5.38**
12	Survey of Educational and Career Plans (3.4) IB1B - Certainty Score	114	1.79	0.58	1.32	0.79	113	-5.43**
12	Survey of Educational and Career Plans (3.4) IB2B - Certainty Score	114	1.76	0.65	1.41	0.87	113	-3.68**
12	Survey of Educational and Career Plans (3.4) IIAB - Certainty Score	114	1.76	0.59	1.53	0.74	113	-2.69**
12	Survey of Educational and Career Plans (3.4) IIBB - Certainty Score	114	1.73	0.65	1.47	0.74	113	-3.04**
12	Survey of Educational and Career Plans (3.4) IICB - Certainty Score	114	1.70	0.60	1.50	0.78	113	-2.31*
12	Survey of Educational and Career Plans (3.4) IIDB - Certainty Score	114	1.68	0.66	1.31	0.68	113	-4.67**

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**p <.01
*p <.05
[1] a significant negative t value required to achieve the objective

Table 29. Results of 1975-76 Pre-Posttests for Grade Eleven Liberty County and t Tests for Significance of Change

Totals Grade	Test	N	Pre Mean	Pre S.D.	Post Mean	Post S.D.	DF	t [1]
11	Survey of Educational and Career Plans (3.4) IB1B - Certainty Score	78	1.76	0.53	1.78	0.63	77	0.26
11	Survey of Educational and Career Plans (3.4) IB2B - Certainty Score	78	1.79	0.63	1.79	0.67	77	0.00
11	Survey of Educational and Career Plans (3.4) IIAB - Certainty Score	78	1.47	0.57	1.47	0.59	77	0.00
11	Survey of Educational and Career Plans (3.4) IIBB - Certainty Score	78	1.69	0.68	1.60	0.69	77	-0.98
11	Survey of Educational and Career Plans (3.4) IICB - Certainty Score	78	1.52	0.67	1.43	0.61	77	-1.00
11	Survey of Educational and Career Plans (3.4) IIDB - Certainty Score	78	1.52	0.65	1.41	0.63	77	-1.16

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**p <.01
*p <.05
[1] a significant negative t value required to achieve the objective

Table 30. Results of 1975-76 Pre-Posttests for Grade Twelve Liberty County and t Tests for Significance of Change

Totals Grade	Test	N	Pre Mean	Pre S.D.	Post Mean	Post S.D.	DF	t [1]
12	Vocational Knowledge Inventory (2.5)	78	38.20	10.23	36.91	10.53	77	-1.40
12	Survey of Educational and Career Plans (3.4) IB1B - Certainty Score	79	1.58	0.61	1.48	0.63	78	-1.03
12	Survey of Educational and Career Plans (3.4) IB2B - Certainty Score	79	1.64	0.66	1.56	0.71	78	-0.82
12	Survey of Educational and Career Plans (3.4) IIAB - Certainty Score	79	1.41	0.54	1.44	0.65	78	0.35
12	Survey of Educational and Career Plans (3.4) IIBB - Certainty Score	79	1.62	0.70	1.58	0.72	78	-0.40
12	Survey of Educational and Career Plans (3.4) IICB - Certainty Score	79	1.44	0.67	1.41	0.59	78	-0.34
12	Survey of Educational and Career Plans (3.4) IIDB - Certainty Score	79	1.36	0.68	1.22	0.55	78	-1.62

**p <.01
*p <.05
[1] a significant negative t value required to achieve the objective

Table 31. Results of 1975-76 Congruency Score (Total Areas) for Survey of Educational and Career Plans for Grades Eleven and Twelve Crisp County and t Tests for Significance of Change

Totals Grade	Test	N	Pre Mean	Pre S.D.	Post Mean	Post S.D.	DF	t
11	Survey of Educational and Career Plans (3.4) Congruency Score	119	2.79	1.70	2.24	1.76	118	-3.26**
12	Survey of Educational and Career Plans (3.4) Congruency Score	114	2.87	1.67	2.75	1.75	113	-0.64

**p <.01
*p <.05

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Table 32. Results of 1975-76 Congruency Score (Total Areas) for Survey of Educational and Career Plans for Grades Eleven and Twelve Liberty County and t Tests for Significance of Change

Totals Grade	Test	N	Pre Mean	Pre S.D.	Post Mean	Post S.D.	DF	t
11	Survey of Educational and Career Plans (3.4) Congruency Score	78	3.15	1.19	3.78	1.31	77	3.21**
12	Survey of Educational and Career Plans (3.4) Congruency Score	79	2.82	1.36	3.53	0.99	78	4.84**

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**p <.01
*p <.05

Table 107.Results of Ohio Trade and Industrial Achievement Test in Auto Mechanics for Crisp County 1975-76

Test	N		Raw Score M		Percentile	
	11th	12th	11th	12th	11th	12th
Lang. Apt.	12	9	22.4	19.6	44	24
Non-Lang. Apt.	12	9	25.9	19.0	45	14
Total Apt.	12	9	48.3	38.6	43	13
Auto Mech. Total	10	7	152.6	120.1	37	7
Appl. Math.	11	7	13.9	10.6	40	14
Basic Oper.	11	7	7.2	4.0	50	6
Gen Ser.	11	7	6.3	5.9	24	12
Engine	11	7	18.5	16.7	31	12
Cool. Sys.	11	7	7.8	6.1	60	25
Elec. Sys.	11	7	26.4	21.3	46	14
Appl. Sci.	10	7	10.2	9.7	42	27
Fuel Sys.	10	7	15.1	12.1	43	13
Emis. Sys.	10	7	4.3	6.3	40	60
Pwr. Train.	10	7	14.4	13.1	30	10
Susp. Sys.	10	7	7.9	3.0	67	4
Strg. Sys.	10	7	5.4	3.9	52	18
Brakes	10	7	8.8	5.3	46	10
Vent. Sys.	10	7	4.9	2.1	78	17

Table 108. Results of Ohio Trade and Industrial Achievement Test in Diversified Health Occupations for Crisp County 1975-76

Test	N		Raw Score M		Percentile	
	11th	12th	11th	12th	11th	12th
Lang. Apt.	52	9	23.2	24.2	37	32
Non-Lang. Apt.	52	9	25.2	27.9	42	47
Total Apt.	52	9	48.4	52.1	39	36
Div. Health Occ. Total	50	9	146.5	165.5	15	26
Orientation	50	9	10.1	9.2	42	23
Emer. First Aid	50	9	14.5	15.9	57	70
Dental Asst. SK	50	9	3.3	3.4	57	60
Medical Asst. SK	50	9	7.5	8.6	36	42
Com. & Off. SK	50	9	7.6	9.0	31	36
Lab. Skills	50	9	14.8	15.8	30	32
Prep. Wrld. Wk.	50	9	6.1	5.6	34	34
Asepsis	50	9	11.0	11.0	21	18
Vital Signs	50	9	13.0	14.0	37	59
Pos. & Drap.	50	9	3.1	4.0	23	51
Phys. Exams	50	9	8.7	10.1	23	29
Trans. & Ambl.	50	9	10.0	10.0	17	19
Care of Unit	50	9	7.6	8.7	10	16
Pers. Care Pat.	50	9	14.4	15.0	13	13
Pre-Oper. & Post-Oper.	50	9	11.8	12.0	19	14

Table 109.Results of Ohio Trade and Industrial Achievement Test in Auto Mechanics for Liberty County 1975-76

Test	N		Raw Score M		Percentile	
	11th	12th	11th	12th	11th	12th
Lang. Apt.	23	7	27.9	24.7	69	45
Non-Lang. Apt.	23	7	27.2	21.6	52	20
Total Apt.	23	7	55.0	46.3	63	29
Auto. Mech. Total	21	9	147.2	130.1	32	10
Appl. Math.	21	9	15.3	14.0	53	35
Basic Oper.	21	9	6.4	4.0	37	6
Gen. Ser.	21	9	7.8	6.8	47	19
Engine	21	9	17.6	14.8	26	8
Cool Sys.	21	9	7.7	5.8	59	22
Elec. Sys.	21	9	24.8	23.8	39	19
Appl. Sci.	21	9	10.2	9.2	42	22
Fuel Sys.	21	9	14.9	13.3	42	18
Emis. Sys.	21	9	5.1	3.6	54	18
Pwr. Train.	21	9	15.2	14.1	34	13
Susp. Sys.	21	9	6.0	5.7	43	21
Strg. Sys.	21	9	5.2	4.9	49	27
Brakes	21	9	7.3	6.9	34	16
Vent. Sys.	21	9	3.8	3.3	60	35

Table 110. Results of Ohio Trade and Industrial Achievement Test in Carpentry for Liberty County 1975-76

Test	N		Raw Score M		Percentile	
	11th	12th	11th	12th	11th	12th
Lang. Apt.	7	9	14.1	20.1	8	27
Non-Lang. Apt.	7	9	16.6	23.9	9	23
Total Apt.	7	9	30.7	44.0	5	19
Carp. Total	7	9	79.8	90.7	5	3
Orientation	7	9	8.1	8.8	4	3
Blueprint Rdg.	7	9	3.3	3.8	10	6
Appl. Math.	7	9	5.9	8.7	9	13
Appl. Sci.	7	9	5.3	4.9	23	9
Foundations	7	9	5.6	5.1	20	6
Floor Fram.	7	9	4.0	4.9	11	6
Wall Fram.	7	9	5.3	7.8	14	9
Roof Fram.	7	10	14.3	13.8	52	20
Roofing	7	10	3.9	5.2	16	10
Insulation	7	10	4.0	5.7	21	22
Ext. Finish.	7	10	8.6	10.0	24	10
Int. Finish.	7	10	7.4	8.6	19	7
Spec. Oper.	7	10	3.4	4.2	20	11

Table 111. Results of Ohio Trade and Industrial Achievement Test in Construction Electricity for Liberty County 1975-76

Test	N		Raw Score M		Percentile	
	11th	12th	11th	12th	11th	12th
Lang. Apt.	8	15	24.4	23.2	45	32
Non-Lang. Apt.	8	15	21.9	22.4	20	12
Total Apt.	8	15	46.3	45.6	29	15
Const. Elec. Total	8	13	86.6	91.4	10	11
Orientation	7	14	3.3	3.0	62	41
D.C. Elec.	7	14	7.4	8.9	13	19
Magnetism	7	14	2.7	2.9	19	23
D.C. Power Source	7	14	3.6	4.0	35	40
D.C. Mtrs. Control	7	14	3.0	2.6	49	31
Instrumentation	7	14	7.6	7.5	31	20
A.C. Elec.	7	14	8.3	7.4	49	31
A.C. Circuits	7	14	4.1	3.5	63	37
3 Phase A.C. Elec.	7	14	3.0	3.0	69	55
Transformers	7	14	6.0	5.6	43	25
A.C. Mtrs. & Strs.	8	14	6.1	4.8	60	31
Electronics	8	14	2.8	2.8	46	28
Plan. & Layout	8	14	4.4	4.9	14	11
Branch Circuits	8	14	6.5	5.9	13	7
Wiring Meth.	8	14	5.6	8.0	11	26
Lighting	8	14	3.8	4.1	39	39
Htg. & Air Cond.	8	14	6.1	7.3	38	42
Low Volt Sys.	8	14	2.0	4.1	14	43

Table 112. Results of Ohio Trade and Industrial Achievement Test in Diversified Health Occupations for Liberty County 1975-76

Test	N		Raw Score M		Percentile	
	11th	12th	11th	12th	11th	12th
Lang. Apt.	23	5	26.6	23.2	52	28
Non-Lang. Apt.	23	5	26.0	24.6	47	29
Total Apt.	23	5	52.6	47.8	49	25
Div. Health Occ. Total	21	5	158.6	148.2	25	11
Orientation	21	5	10.4	11.0	48	50
Emer. First Aid	21	5	13.7	13.8	47	42
Dental Asst. SK	21	5	2.7	3.4	42	60
Medical Asst. SK	21	5	8.8	8.0	54	33
Com. & Off. SK	21	5	9.0	7.2	50	17
Lab. Skills	21	5	15.2	13.6	36	16
Prep. Wrld. Wk.	21	5	6.5	6.6	41	35
Asepsis	21	5	12.4	11.0	39	18
Vital Signs	21	5	13.5	13.0	47	41
Pos. & Drap.	21	5	5.0	4.8	54	60
Phys. Exams	21	5	10.4	9.4	39	24
Trans. & Ambl.	21	5	11.2	10.0	30	19
Care of Unit	21	5	9.3	9.4	26	24
Pers. Care Pat.	21	5	17.0	16.0	35	19
Pre-Oper & Post-Oper.	21	5	13.5	11.0	31	11

Table 113.Results of Ohio Trade and Industrial Achievement Test in Welding for Liberty County 1975-76

Test	N		Raw Score M		Percentile	
	11th	12th	11th	12th	11th	12th*
Lang. Apt.	28	13	23.4	22.2	53	47
Non-Lang. Apt.	28	13	23.1	20.7	41	30
Total Apt.	28	13	46.6	42.8	46	34
Welding Total	26	14	102.6	102.2	11	11
Blueprint Rdg.	28	15	14.1	14.7	20	24
Flame Cutting	28	15	4.3	5.1	17	27
Oxy-Acet.	28	15	16.6	16.0	18	16
Arc. Weld.	28	15	20.3	18.4	20	15
Resist. Weld.	28	15	3.4	3.9	32	40
TIG	26	14	11.0	11.1	15	16
MIG	26	14	5.7	5.4	21	19
Equipment	26	14	6.7	7.4	26	33
Labor & Mgt.	26	14	3.7	3.6	27	25
Appl. Math.	26	14	9.1	8.6	38	34
Appl. Sci.	26	14	7.8	8.2	30	33

* Ohio juniors norms

APPENDIX C

Results of Educational and Career Plans Survey

Table 33. Pre-Post Educational Plans of Crisp County Grade 11 Boys (will probably do) 1975-76

Educational Plans	Pre f	Pre %	Post f	Post %
Direct to job	12	12.4	10	14.5
Housewife	2	2.1	2	2.9
Military	13	13.4	6	8.7
Private trade or business school	13	13.4	5	7.3
On-the-job training	12	12.4	12	17.4
Vocational - technical training--junior college	8	8.3	11	15.9
Degree program - junior college	0	0.0	2	2.9
Junior College transfer to 4 year college	10	10.3	2	2.9
College or university	11	11.3	10	14.5
Graduate degree	2	2.1	1	1.5
Dropout high school	0	0.0	0	0.0
Don't know	6	6.2	4	5.8
Other	8	8.2	4	5.8
Total	97	100.1	69	100.1

Table 34. Pre-Post Educational Plans of Crisp County Grade 11 Girls (will probably do) 1975-76

Educational Plans	Pre f	Pre %	Post f	Post %
Direct to job	10	14.9	6	11.1
Housewife	7	10.5	0	0.0
Military	4	6.0	4	7.4
Private trade or business school	8	11.9	11	20.4
On-the-job training	5	7.5	14	25.9
Vocational - technical training--junior college	5	7.5	6	11.1
Degree program - junior college	1	1.5	0	0.0
Junior College transfer to 4 year college	1	1.5	2	3.7
College or university	14	20.9	7	13.0
Graduate degree	1	1.5	0	0.0
Dropout high school	0	0.0	1	1.9
Don't know	3	4.5	0	0.0
Other	8	12.0	3	5.6
Total	67	100.2	54	100.1

Table 35. Pre-Post Educational Plans of Crisp County Grade 11 Total (will probably do) 1975-76

Educational Plans	Pre f	Pre %	Post f	Post %
Direct to job	22	13.4	16	13.0
Housewife	9	5.5	2	1.6
Military	17	10.4	10	8.1
Private trade or business school	21	12.8	16	13.0
On-the-job training	17	10.4	26	21.1
Vocational - technical training--junior college	13	7.9	17	13.8
Degree program - junior college	1	.6	2	1.6
Junior College transfer to 4 year college	11	6.7	4	3.3
College or university	25	15.2	17	13.8
Graduate degree	3	1.8	1	.8
Dropout high school	0	0.0	1	.8
Don't know	9	5.5	4	3.3
Other	16	9.8	7	5.7
Total	164	100.0	123	99.9

Table 36. Pre-Post Educational Plans of Crisp County Grade 11 Boys (would really like to do) 1975-76

Educational Plans	Pre f	Pre %	Post f	Post %
Direct to job	6	6.2	13	18.8
Housewife	2	2.1	1	1.5
Military	8	8.3	4	5.8
Private trade or business school	15	15.5	10	14.5
On-the-job training	9	9.3	6	8.7
Vocational - technical training--junior college	11	11.3	6	8.7
Degree program - junior college	1	1.0	0	0.0
Junior College transfer to 4 year college	8	8.3	4	5.8
College or university	17	17.5	11	15.9
Graduate degree	2	2.1	4	5.8
Dropout high school	0	0.0	0	0.0
Don't know	6	6.2	6	8.7
Other	12	12.4	4	5.8
Total	97	100.2	69	100.0

Table 37. Pre-Post Educational Plans of Crisp County Grade 11 Girls (would really like to do) 1975-76

Educational Plans	Pre f	Pre %	Post f	Post %
Direct to job	4	6.0	6	11.1
Housewife	5	7.5	0	0.0
Military	1	1.5	2	3.7
Private trade or business school	12	17.9	11	20.4
On-the-job training	9	13.4	10	18.5
Vocational - technical training--junior college	9	13.4	6	11.1
Degree program - junior college	3	4.5	2	3.7
Junior College transfer to 4 year college	1	1.5	3	5.6
College or university	12	17.9	5	9.3
Graduate degree	1	1.5	1	1.9
Dropout high school	0	0.0	0	0.0
Don't know	1	1.5	5	9.3
Other	9	13.4	3	5.6
Total	67	100.0	54	100.2

Table 38. Pre-Post Educational Plans of Crisp County Grade 11

Total (would really like to do) 1975-76

Educational Plans	Pre		Post	
	f	%	f	%
Direct to job	10	6.1	19	15.5
Housewife	7	4.3	1	.8
Military	9	5.5	6	4.9
Private trade or business school	27	16.5	21	17.1
On-the-job training	18	11.0	16	13.0
Vocational - technical training--junior college	20	12.2	12	9.8
Degree program - junior college	4	2.4	2	1.6
Junior College transfer to 4 year college	9	5.5	7	5.7
College or university	29	17.7	16	13.0
Graduate degree	3	1.8	5	4.1
Dropout high school	0	0.0	0	0.0
Don't know	7	4.3	11	8.9
Other	21	12.8	7	5.7
Total	164	100.1	123	100.1

Table 39. Pre-Post Educational Plans of Crisp County Grade 12 Boys (will probably do) 1975-76

Educational Plans	Pre		Post	
	f	%	f	%
Direct to job	8	12.9	7	15.9
Housewife	0	0.0	1	2.3
Military	10	16.1	1	2.3
Private trade or business school	6	9.7	3	6.8
On-the-job training	4	6.5	7	15.9
Vocational - technical training--junior college	5	8.1	2	4.6
Degree program - junior college	0	0.0	3	6.8
Junior College transfer to 4 year college	10	16.1	5	11.4
College or university	10	16.1	9	20.5
Graduate degree	1	1.6	0	0.0
Dropout high school	1	1.6	0	0.0
Don't know	1	1.6	2	4.6
Other	6	9.7	4	9.1
Total	62	100.0	44	100.2

Table 40. Pre-Post Educational Plans of Crisp County Grade 12 Girls (will probably do) 1975-76

Educational Plans	Pre		Post	
	f	%	f	%
Direct to job	5	6.2	10	14.5
Housewife	5	6.2	4	5.8
Military	6	7.4	3	4.4
Private trade or business school	10	12.4	13	18.8
On-the-job training	10	12.4	16	23.2
Vocational - technical training--junior college	10	12.4	7	10.1
Degree program - junior college	1	1.2	0	0.0
Junior College transfer to 4 year college	7	8.6	4	5.8
College or university	13	16.1	5	7.3
Graduate degree	1	1.2	2	2.9
Dropout high school	0	0.0	1	1.5
Don't know	2	2.5	2	2.9
Other	11	13.6	2	2.9
Total	81	100.2	69	100.1

Table 41. Pre-Post Educational Plans of Crisp County Grade 12 Total (will probably do) 1975-76

Educational Plans	Pre		Post	
	f	%	f	%
Direct to job	13	9.1	17	15.0
Housewife	5	3.5	5	4.4
Military	16	11.2	4	3.5
Private trade or business school	16	11.2	16	14.2
On-the-job training	14	9.8	23	20.4
Vocational - technical training--junior college	15	10.5	9	8.0
Degree program - junior college	1	.7	3	2.7
Junior College transfer to 4 year college	17	11.9	9	8.0
College or university	23	16.1	14	12.4
Graduate degree	2	1.4	2	1.8
Dropout high school	1	.7	1	.9
Don't know	3	2.1	4	3.5
Other	17	11.9	6	5.3
Total	143	100.1	113	100.1

Table 42. Pre-Post Educational Plans of Crisp County Grade 12 Boys (would really like to do) 1975-76

Educational Plans	Pre f	Pre %	Post f	Post %
Direct to job	2	3.2	3	6.8
Housewife	0	0.0	1	2.3
Military	7	11.3	2	4.6
Private trade or business school	12	19.4	4	9.1
On-the-job training	4	6.5	5	11.4
Vocational - technical training--junior college	6	9.7	2	4.6
Degree program - junior college	1	1.6	1	2.3
Junior College transfer to 4 year college	7	11.3	5	11.4
College or university	8	12.9	8	18.2
Graduate degree	5	8.1	3	6.8
Dropout high school	0	0.0	0	0.0
Don't know	3	4.8	5	11.4
Other	7	11.3	5	11.4
Total	62	100.1	44	100.3

Table 43. Pre-Post Educational Plans of Crisp County Grade 12 Girls (would really like to do) 1975-76

Educational Plans	Pre		Post	
	f	%	f	%
Direct to job	6	7.4	6	8.7
Housewife	2	2.5	4	5.8
Military	5	6.2	1	1.5
Private trade or business school	7	8.6	14	20.3
On-the-job training	9	11.1	9	13.0
Vocational - technical training--junior college	9	11.1	13	18.8
Degree program - junior college	1	1.2	2	2.9
Junior College transfer to 4 year college	4	4.9	5	7.3
College or university	18	22.2	6	8.7
Graduate degree	3	3.7	2	2.9
Dropout high school	0	0.0	1	1.5
Don't know	3	4.8	3	4.4
Other	14	17.3	3	4.4
Total	81	101.0	69	100.2

Table 44. Pre-Post Educational Plans of Crisp County Grade 12

Total (would really like to do) 1975-76

Educational Plans	Pre		Post	
	f	%	f	%
Direct to job	8	5.6	9	8.0
Housewife	2	1.4	5	4.4
Military	12	8.4	3	2.7
Private trade or business school	19	13.3	18	15.9
On-the-job training	13	9.1	14	12.4
Vocational - technical training--junior college	15	10.5	15	13.3
Degree program - junior college	2	1.4	3	2.7
Junior College transfer to 4 year college	11	7.7	10	8.9
College or university	26	18.2	14	12.4
Graduate degree	8	5.6	5	4.4
Dropout high school	0	0.0	1	.9
Don't know	5	3.5	8	7.1
Other	22	15.4	8	7.1
Total	143	100.1	113	100.2

Table 45. Pre-Post Educational Plans of Liberty County Grade 11 Boys (will probably do) 1975-76

Educational Plans	Pre f	Pre %	Post f	Post %
Direct to job	4	8.3	6	17.1
Housewife	0	0.0	0	0.0
Military	6	12.5	8	22.9
Private trade or business school	11	22.9	4	11.4
On-the-job training	10	20.8	6	17.1
Vocational - technical training--junior college	4	8.3	2	5.7
Degree program - junior college	0	0.0	0	0.0
Junior College transfer to 4 year college	1	2.1	1	2.9
College or university	6	12.5	5	14.3
Graduate degree	2	4.2	0	0.0
Dropout high school	0	0.0	0	0.0
Don't know	0	0.0	0	0.0
Other	4	8.3	3	8.6
Total	48	99.9	35	100.0

Table 46. Pre-Post Educational Plans of Liberty County Grade 11 Girls (will probably do) 1975-76

Educational Plans	Pre		Post	
	f	%	f	%
Direct to job	3	6.1	6	14.0
Housewife	0	0.0	1	2.3
Military	5	10.2	5	11.6
Private trade or business school	9	18.4	5	11.6
On-the-job training	8	16.3	4	9.3
Vocational - technical training--junior college	2	4.1	2	4.7
Degree program - junior college	3	6.1	3	7.0
Junior College transfer to 4 year college	6	12.3	2	4.7
College or university	13	26.5	10	23.3
Graduate degree	0	0.0	5	11.6
Dropout high school	0	0.0	0	0.0
Don't know	0	0.0	0	0.0
Other	0	0.0	0	0.0
Total	49	100.0	43	100.1

Table 47. Pre-Post Educational Plans of Liberty County Grade 11 Total (will probably do) 1975-76

Educational Plans	Pre f	Pre %	Post f	Post %
Direct to job	7	7.2	12	15.4
Housewife	0	0.0	1	1.3
Military	11	11.3	13	16.7
Private trade or business school	20	20.6	9	11.6
On-the-job training	18	18.6	10	12.8
Vocational - technical training--junior college	6	6.2	4	5.1
Degree program - junior college	3	3.1	3	3.9
Junior College transfer to 4 year college	7	7.2	3	3.9
College or university	19	19.6	15	19.2
Graduate degree	2	2.1	5	6.4
Dropout high school	0	0.0	0	0.0
Don't know	0	0.0	0	0.0
Other	4	4.1	3	3.9
Total	97	100.0	78	100.2

Table 48. Pre-Post Educational Plans of Liberty County Grade 11 Boys (would really like to do) 1975-76

Educational Plans	Pre f	Pre %	Post f	Post %
Direct to job	2	4.2	4	11.4
Housewife	0	0.0	0	0.0
Military	5	10.4	4	11.4
Private trade or business school	11	22.9	7	20.0
On-the-job training	11	22.9	4	11.4
Vocational - technical training--junior college	3	6.3	3	8.6
Degree program - junior college	1	2.1	0	0.0
Junior College transfer to 4 year college	0	0.0	1	2.9
College or university	6	12.5	5	14.3
Graduate degree	3	6.3	0	0.0
Dropout high school	1	2.1	0	0.0
Don't know	0	0.0	4	11.4
Other	5	10.4	3	8.6
Total	48	100.1	35	100.0

Table 49. Pre-Post Educational Plans of Liberty County Grade 11 Girls (would really like to do) 1975-76

Educational Plans	Pre f	Pre %	Post f	Post %
Direct to job	1	2.0	1	2.3
Housewife	0	0.0	0	0.0
Military	5	10.2	3	7.0
Private trade or business school	6	12.3	2	4.7
On-the-job training	5	10.2	6	14.0
Vocational - technical training--junior college	5	10.2	3	7.0
Degree program - junior college	3	6.1	6	14.0
Junior College transfer to 4 year college	7	14.3	3	7.0
College or university	16	32.7	11	25.6
Graduate degree	0	0.0	5	11.6
Dropout high school	0	0.0	0	0.0
Don't know	0	0.0	3	7.0
Other	1	2.0	0	0.0
Total	49	100.0	43	100.2

Table 50. Pre-Post Educational Plans of Liberty County Grade 11 Total (would really like to do) 1975-76

Educational Plans	Pre f	Pre %	Post f	Post %
Direct to job	3	3.1	5	6.4
Housewife	0	0.0	0	0.0
Military	10	10.3	7	9.0
Private trade or business school	17	17.5	9	11.5
On-the-job training	16	16.5	10	12.8
Vocational - technical training--junior college	8	8.3	6	7.7
Degree program - junior college	4	4.1	6	7.7
Junior College transfer to 4 year college	7	7.2	4	5.1
College or university	22	22.7	16	20.5
Graduate degree	3	3.1	5	6.4
Dropout high school	1	1.0	0	0.0
Don't know	0	0.0	7	9.0
Other	6	6.2	3	3.9
Total	97	100.0	78	100.0

Table 51. Pre-Post Educational Plans of Liberty County Grade 12 Boys (will probably do) 1975-76

Educational Plans	Pre f	Pre %	Post f	Post %
Direct to job	1	2.2	2	5.1
Housewife	0	0.0	0	0.0
Military	17	37.0	12	30.8
Private trade or business school	4	8.7	5	12.8
On-the-job training	2	4.4	4	10.3
Vocational - technical training--junior college	1	2.2	0	0.0
Degree program - junior college	0	0.0	3	7.7
Junior College transfer to 4 year college	2	4.4	1	2.6
College or university	13	28.3	9	23.1
Graduate degree	1	2.2	1	2.6
Dropout high school	1	2.2	0	0.0
Don't know	1	2.2	1	2.6
Other	3	6.5	1	2.6
Total	46	100.3	39	100.2

Table 52. Pre-Post Educational Plans of Liberty County Grade 12 Girls (will probably do) 1975-76

Educational Plans	Pre f	Pre %	Post f	Post %
Direct to job	4	9.3	5	12.5
Housewife	0	0.0	1	2.5
Military	6	14.0	3	7.5
Private trade or business school	8	18.6	4	10.0
On-the-job training	2	4.7	2	5.0
Vocational - technical training--junior college	6	14.0	5	12.5
Degree program - junior college	4	9.3	2	5.0
Junior College transfer to 4 year college	6	14.0	4	10.0
College or university	5	11.6	8	20.0
Graduate degree	0	0.0	0	0.0
Dropout high school	0	0.0	0	0.0
Don't know	0	0.0	1	2.5
Other	2	4.7	5	12.5
Total	43	100.2	40	100.0

Table 53. Pre-Post Educational Plans of Liberty County Grade 12 Total (will probably do) 1975-76

Educational Plans	Pre f	Pre %	Post f	Post %
Direct to job	5	5.6	7	8.9
Housewife	0	0.0	1	1.3
Military	23	25.8	15	19.0
Private trade or business school	12	13.5	9	11.4
On-the-job training	4	4.5	6	7.6
Vocational - technical training--junior college	7	7.9	5	6.3
Degree program - junior college	4	4.5	5	6.3
Junior College transfer to 4 year college	8	9.0	5	6.3
College or university	18	20.2	17	21.5
Graduate degree	1	1.1	1	1.3
Dropout high school	1	1.1	0	0.0
Don't know	1	1.1	2	2.5
Other	5	5.6	6	7.6
Total	89	99.9	79	100.0

Table 54. Pre-Post Educational Plans of Liberty County Grade 12 Boys (would really like to do) 1975-76

Educational Plans	Pre f	Pre %	Post f	Post %
Direct to job	0	0.0	1	2.6
Housewife	0	0.0	0	0.0
Military	4	8.7	4	10.3
Private trade or business school	5	10.8	9	23.1
On-the-job training	7	15.2	4	10.3
Vocational - technical training--junior college	4	8.7	3	7.7
Degree program - junior college	0	0.0	2	5.1
Junior College transfer to 4 year college	3	6.5	2	5.1
College or university	11	23.9	10	25.6
Graduate degree	3	6.5	2	5.1
Dropout high school	1	2.2	0	0.0
Don't know	2	4.4	2	5.1
Other	6	13.0	0	0.0
Total	46	99.9	39	100.0

Table 55. Pre-Post Educational Plans of Liberty County Grade 12 Girls (would really like to do) 1975-76

Educational Plans	Pre f	Pre %	Post f	Post %
Direct to job	1	2.3	4	10.0
Housewife	3	7.0	2	5.0
Military	4	9.3	5	12.5
Private trade or business school	6	14.0	1	2.5
On-the-job training	1	2.3	2	5.0
Vocational - technical training--junior college	6	14.0	4	10.0
Degree program - junior college	6	14.0	4	10.0
Junior College transfer to 4 year college	5	11.6	5	12.5
College or university	9	20.9	5	12.5
Graduate degree	1	2.3	2	5.0
Dropout high school	0	0.0	0	0.0
Don't know	0	0.0	0	0.0
Other	1	2.3	6	15.0
Total	43	100.0	40	100.0

Table 56. Pre-Post Educational Plans of Liberty County Grade 12 Total (would really like to do) 1975-76

Educational Plans	Pre f	Pre %	Post f	Post %
Direct to job	1	1.1	5	6.3
Housewife	3	3.4	2	2.5
Military	8	9.0	9	11.4
Private trade or business school	11	12.4	10	12.7
On-the-job training	8	9.0	6	7.6
Vocational - technical training--junior college	10	11.2	7	8.9
Degree program - junior college	6	6.7	6	7.6
Junior College transfer to 4 year college	8	9.0	7	8.9
College or university	20	22.5	15	19.0
Graduate degree	4	4.5	4	5.1
Dropout high school	1	1.1	0	0.0
Don't know	2	2.3	2	2.5
Other	7	7.9	6	7.6
Total	89	100.1	79	100.1

Table 57. Lifetime Career Ambitions of Crisp County Grade 11 Boys 1975-76

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Career Plans	Pre f	Pre %	Post f	Post %
Office Work	3	3.1	2	2.9
Managerial Work - Farm	7	7.2	4	5.8
Managerial Work - Business	6	6.2	6	8.7
Sales Work	5	5.2	0	0.0
Skilled Trade Work	18	18.6	15	21.7
Factory Work - Product Processing	2	2.1	3	4.4
Raw Material Producing Or Processing	4	4.1	1	1.5
Public Service - General	9	9.3	4	5.8
Public Service - Personal	2	2.1	1	1.5
Amusement and Recreation Service	13	13.4	7	10.1
Creative Arts	3	3.1	4	5.8
Performing Arts	2	2.1	2	2.9
Professional Work	9	9.3	6	8.7
Public Transportation, Utilities, or Communication Work	3	3.1	5	7.3
Construction Work	1	1.0	2	2.9
Finance or Insurance Work	0	0.0	0	0.0
Other	10	10.3	7	10.2
Total	97	100.2	69	100.2

Table 58. Lifetime Career Ambitions of Crisp County Grade 11 Girls 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	8	11.9	10	18.5
Managerial Work - Farm	0	0.0	3	5.6
Managerial Work - Business	3	4.5	3	5.6
Sales Work	2	3.0	1	1.9
Skilled Trade Work	0	0.0	1	1.9
Factory Work - Product Processing	1	1.5	1	1.9
Raw Material Producing Or Processing	0	0.0	0	0.0
Public Service - General	1	1.5	0	0.0
Public Service - Personal	9	13.4	0	0.0
Amusement and Recreation Service	3	4.5	5	9.3
Creative Arts	3	4.5	1	1.9
Performing Arts	5	7.5	4	7.4
Professional Work	21	31.3	18	33.3
Public Transportation, Utilities, or Communication Work	0	0.0	0	0.0
Construction Work	0	0.0	0	0.0
Finance or Insurance Work	1	1.5	0	0.0
Other	10	14.9	7	13.0
Total	67	100.0	54	100.3

Table 59. Lifetime Career Ambitions of Crisp County Grade 11

Total 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	11	6.7	12	9.8
Managerial Work - Farm	7	4.3	7	5.7
Managerial Work - Business	9	5.5	9	7.3
Sales Work	7	4.3	1	.8
Skilled Trade Work	18	11.0	16	13.0
Factory Work - Product Processing	3	1.8	4	3.3
Raw Material Producing Or Processing	4	2.4	1	.8
Public Service - General	10	6.1	4	3.3
Public Service - Personal	11	6.7	1	.8
Amusement and Recreation Service	16	9.8	12	9.8
Creative Arts	6	3.7	5	4.1
Performing Arts	7	4.3	6	4.9
Professional Work	30	18.3	24	19.5
Public Transportation, Utilities, or Communication Work	3	1.8	5	4.1
Construction Work	1	.6	2	1.6
Finance or Insurance Work	1	.6	0	0.0
Other	20	12.2	14	11.4
Total	164	100.1	123	100.2

Table 60. Realistic Lifetime Career Expectations of Crisp County Grade 11 Boys 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	3	3.1	4	5.8
Managerial Work - Farm	6	6.2	2	2.9
Managerial Work - Business	11	11.3	5	7.3
Sales Work	10	10.3	5	7.3
Skilled Trade Work	22	22.7	12	17.4
Factory Work - Product Processing	4	4.1	4	5.8
Raw Material Producing Or Processing	1	1.0	3	4.4
Public Service - General	10	10.3	6	8.7
Public Service - Personal	1	1.0	4	5.8
Amusement and Recreation Service	7	7.2	5	7.3
Creative Arts	2	2.1	3	4.4
Performing Arts	3	3.1	2	2.9
Professional Work	5	5.2	4	5.8
Public Transportation, Utilities, or Communication Work	2	2.1	4	5.8
Construction Work	1	1.0	1	1.5
Finance or Insurance Work	0	0.0	0	0.0
Other	9	9.3	5	7.3
Total	97	100.0	69	100.4

Table 61. Realistic Lifetime Career Expectations of Crisp County Grade 11 Girls 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	18	26.9	15	27.8
Managerial Work - Farm	2	3.0	1	1.9
Managerial Work - Business	4	6.0	2	3.7
Sales Work	0	0.0	5	9.3
Skilled Trade Work	0	0.0	1	1.9
Factory Work - Product Processing	1	1.5	1	1.9
Raw Material Producing Or Processing	0	0.0	1	1.9
Public Service - General	2	3.9	2	3.7
Public Service - Personal	11	16.4	6	11.1
Amusement and Recreation Service	0	0.0	2	3.7
Creative Arts	1	1.5	0	0.0
Performing Arts	5	7.5	1	1.9
Professional Work	16	23.9	9	16.7
Public Transportation, Utilities, or Communication Work	0	0.0	0	0.0
Construction Work	0	0.0	0	0.0
Finance or Insurance Work	1	1.5	0	0.0
Other	6	9.0	8	14.8
Total	67	101.1	54	100.3

Table 62. Realistic Lifetime Career Expectations of Crisp County Grade 11 Total 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	21	12.8	19	15.5
Managerial Work - Farm	8	4.9	3	2.4
Managerial Work - Business	15	9.2	7	5.7
Sales Work	10	6.1	10	8.1
Skilled Trade Work	22	13.4	13	10.6
Factory Work - Product Processing	5	3.1	5	4.1
Raw Material Producing Or Processing	1	.6	4	3.3
Public Service - General	12	7.3	8	6.5
Public Service - Personal	12	7.3	10	8.1
Amusement and Recreation Service	7	4.3	7	5.7
Creative Arts	3	1.8	3	2.4
Performing Arts	8	4.9	3	2.4
Professional Work	21	12.8	13	10.6
Public Transportation, Utilities, or Communication Work	2	1.2	4	3.3
Construction Work	1	.6	1	.8
Finance or Insurance Work	1	.6	0	0.0
Other	15	9.2	13	10.6
Total	164	100.1	123	100.1

Table 63. Immediate Post-Education Career Ambitions of Crisp County Grade 11 Boys 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	5	5.2	5	7.3
Managerial Work - Farm	5	5.2	2	2.9
Managerial Work - Business	6	6.2	8	11.6
Sales Work	8	8.3	2	2.9
Skilled Trade Work	18	18.6	16	23.2
Factory Work - Product Processing	3	3.1	5	7.3
Raw Material Producing Or Processing	1	1.0	0	0.0
Public Service - General	8	8.3	4	5.8
Public Service - Personal	1	1.0	4	5.8
Amusement and Recreation Service	12	12.4	6	8.7
Creative Arts	2	2.1	0	0.0
Performing Arts	1	1.0	2	2.9
Professional Work	9	9.3	5	7.3
Public Transportation, Utilities, or Communication Work	6	6.2	4	5.8
Construction Work	2	2.1	1	1.5
Finance or Insurance Work	0	0.0	0	0.0
Other	10	11.3	5	7.3
Total	97	101.3	69	100.3

Table 64. Immediate Post-Education Career Ambitions of Crisp County Grade 11 Girls 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	12	17.9	15	27.8
Managerial Work - Farm	2	3.0	2	3.7
Managerial Work - Business	5	7.5	5	9.3
Sales Work	1	1.5	4	7.4
Skilled Trade Work	0	0.0	2	3.7
Factory Work - Product Processing	3	4.5	0	0.0
Raw Material Producing Or Processing	1	1.5	1	1.9
Public Service - General	0	0.0	1	1.9
Public Service - Personal	7	10.5	3	5.6
Amusement and Recreation Service	1	1.5	2	3.7
Creative Arts	2	3.0	0	0.0
Performing Arts	6	9.0	2	3.7
Professional Work	18	26.9	14	25.9
Public Transportation, Utilities, or Communication Work	0	0.0	0	0.0
Construction Work	0	0.0	0	0.0
Finance or Insurance Work	1	1.5	0	0.0
Other	8	12.0	3	5.6
Total	67	100.3	54	100.2

Table 65. Immediate Post-Education Career Ambitions of Crisp County Grade 11 Total 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	17	10.4	20	16.3
Managerial Work - Farm	7	4.3	4	3.3
Managerial Work - Business	11	6.7	13	10.6
Sales Work	9	5.5	6	4.9
Skilled Trade Work	18	11.0	18	14.6
Factory Work - Product Processing	6	3.7	5	4.1
Raw Material Producing Or Processing	2	1.2	1	.8
Public Service - General	8	4.9	5	4.1
Public Service - Personal	8	4.9	7	5.7
Amusement and Recreation Service	13	7.9	8	6.5
Creative Arts	4	2.4	0	0.0
Performing Arts	7	4.3	4	3.3
Professional Work	27	16.5	19	15.5
Public Transportation, Utilities, or Communication Work	6	3.7	4	3.3
Construction Work	2	1.2	1	.8
Finance or Insurance Work	1	.6	0	0.0
Other	18	11.0	8	6.5
Total	164	100.2	123	100.3

Table 66. Immediate Post-Education Career Expectations of Crisp County Grade 11 Boys 1975-76[193]

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	5	5.2	1	1.5
Managerial Work - Farm	2	2.1	3	4.4
Managerial Work - Business	7	7.2	11	15.9
Sales Work	8	8.3	1	1.5
Skilled Trade Work	23	23.7	18	26.1
Factory Work - Product Processing	6	6.2	4	5.8
Raw Material Producing Or Processing	2	2.1	0	0.0
Public Service - General	6	6.2	4	5.8
Public Service - Personal	2	2.1	6	8.7
Amusement and Recreation Service	8	8.3	3	4.4
Creative Arts	1	1.0	2	2.9
Performing Arts	0	0.0	0	0.0
Professional Work	8	8.3	5	7.3
Public Transportation, Utilities, or Communication Work	7	7.2	4	5.8
Construction Work	2	2.1	2	2.9
Finance or Insurance Work	0	0.0	1	1.5
Other	10	10.3	4	5.8
Total	97	100.3	69	100.3

Table 67. Immediate Post-Education Career Expectations of Crisp County Grade 11 Girls 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	20	29.9	22	40.7
Managerial Work - Farm	0	0.0	2	3.7
Managerial Work - Business	5	7.5	1	1.9
Sales Work	1	1.5	2	3.7
Skilled Trade Work	0	0.0	1	1.9
Factory Work - Product Processing	1	1.5	2	3.7
Raw Material Producing Or Processing	0	0.0	0	0.0
Public Service - General	0	0.0	1	1.9
Public Service - Personal	8	11.9	6	11.1
Amusement and Recreation Service	1	1.5	2	3.7
Creative Arts	3	4.5	0	0.0
Performing Arts	5	7.5	0	0.0
Professional Work	14	20.9	10	18.5
Public Transportation, Utilities, or Communication Work	0	0.0	0	0.0
Construction Work	0	0.0	0	0.0
Finance or Insurance Work	1	1.5	1	1.9
Other	8	12.0	4	7.4
Total	67	100.2	54	100.1

Table 68. Immediate Post-Education Career Expectations of Crisp County Grade 11 Total 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	25	15.2	23	18.7
Managerial Work - Farm	2	1.2	5	4.1
Managerial Work - Business	12	7.3	12	9.8
Sales Work	9	5.5	3	2.4
Skilled Trade Work	23	14.0	19	15.5
Factory Work - Product Processing	7	4.3	6	4.9
Raw Material Producing Or Processing	2	1.2	0	0.0
Public Service - General	6	3.7	5	4.1
Public Service - Personal	10	6.1	12	9.8
Amusement and Recreation Service	9	5.5	5	4.1
Creative Arts	4	2.4	2	1.6
Performing Arts	5	3.1	0	0.0
Professional Work	22	13.4	15	12.2
Public Transportation, Utilities, or Communication Work	7	4.3	4	3.3
Construction Work	2	1.2	2	1.6
Finance or Insurance Work	1	.6	2	1.6
Other	18	11.0	8	6.5
Total	164	100.0	123	100.2

Table 69. Lifetime Career Ambitions of Crisp County Grade 12 Boys 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	3	4.8	2	4.6
Managerial Work - Farm	4	6.5	2	4.6
Managerial Work - Business	5	8.1	7	15.9
Sales Work	4	6.5	2	4.6
Skilled Trade Work	9	14.5	5	11.4
Factory Work - Product Processing	0	0.0	3	6.8
Raw Material Producing Or Processing	2	3.2	1	2.3
Public Service - General	3	4.8	0	0.0
Public Service - Personal	4	6.5	1	2.3
Amusement and Recreation Service	2	3.2	3	6.8
Creative Arts	1	1.6	2	4.6
Performing Arts	4	6.5	1	2.3
Professional Work	12	19.4	7	15.9
Public Transportation, Utilities, or Communication Work	4	6.5	0	0.0
Construction Work	2	3.2	1	2.3
Finance or Insurance Work	0	0.0	0	0.0
Other	3	4.8	7	15.9
Total	62	100.1	44	100.3

Table 70. Lifetime Career Ambitions of Crisp County Grade 12 Girls 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	19	23.5	17	24.6
Managerial Work - Farm	2	2.5	6	8.7
Managerial Work - Business	4	4.9	7	10.1
Sales Work	1	1.2	0	0.0
Skilled Trade Work	2	2.5	3	4.4
Factory Work - Product Processing	3	3.7	5	7.3
Raw Material Producing Or Processing	0	0.0	3	4.4
Public Service - General	2	2.5	2	2.9
Public Service - Personal	3	3.7	5	7.3
Amusement and Recreation Service	0	0.0	1	1.5
Creative Arts	3	3.7	0	0.0
Performing Arts	9	11.1	4	5.8
Professional Work	25	30.9	12	17.4
Public Transportation, Utilities, or Communication Work	1	1.2	0	0.0
Construction Work	0	0.0	0	0.0
Finance or Insurance Work	0	0.0	0	0.0
Other	7	8.7	4	5.8
Total	81	100.1	69	100.2

Table 71. Lifetime Career Ambitions of Crisp County Grade 12

Total 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	22	15.4	19	16.8
Managerial Work - Farm	6	4.2	8	7.1
Managerial Work - Business	9	6.3	14	12.4
Sales Work	5	3.5	2	1.8
Skilled Trade Work	11	7.7	8	7.1
Factory Work - Product Processing	3	2.1	8	7.1
Raw Material Producing Or Processing	2	1.4	4	3.5
Public Service - General	5	3.5	2	1.8
Public Service - Personal	7	4.9	6	5.3
Amusement and Recreation Service	2	1.4	4	3.5
Creative Arts	4	2.8	2	1.8
Performing Arts	13	9.1	5	4.4
Professional Work	37	25.9	19	16.8
Public Transportation, Utilities, or Communication Work	5	3.5	0	0.0
Construction Work	2	1.4	1	.9
Finance or Insurance Work	0	0.0	0	0.0
Other	10	7.0	11	9.7
Total	143	100.1	113	100.0

Table 72. Realistic Lifetime Career Expectations of Crisp County Grade 12 Boys 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	2	3.2	1	2.3
Managerial Work - Farm	5	8.1	3	6.8
Managerial Work - Business	6	9.7	6	13.6
Sales Work	1	1.6	2	4.6
Skilled Trade Work	9	14.5	4	9.1
Factory Work - Product Processing	0	0.0	3	6.8
Raw Material Producing Or Processing	4	6.5	1	2.3
Public Service - General	4	6.5	3	6.8
Public Service - Personal	6	9.7	2	4.6
Amusement and Recreation Service	0	0.0	1	2.3
Creative Arts	1	1.6	0	0.0
Performing Arts	3	4.8	1	2.3
Professional Work	12	19.4	8	18.2
Public Transportation, Utilities, or Communication Work	2	3.2	0	0.0
Construction Work	1	1.6	0	0.0
Finance or Insurance Work	0	0.0	0	0.0
Other	6	9.7	9	20.5
Total	62	100.1	44	100.2

Table 73. Realistic Lifetime Career Expectations of Crisp County Grade 12 Girls 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	22	27.2	23	33.3
Managerial Work - Farm	1	1.2	1	1.5
Managerial Work - Business	7	8.6	6	8.7
Sales Work	0	0.0	0	0.0
Skilled Trade Work	2	2.5	4	5.8
Factory Work - Product Processing	4	4.9	8	11.6
Raw Material Producing Or Processing	0	0.0	3	4.4
Public Service - General	5	6.2	0	0.0
Public Service - Personal	3	3.7	5	7.3
Amusement and Recreation Service	1	1.2	2	2.9
Creative Arts	2	2.5	2	2.9
Performing Arts	3	3.7	2	2.9
Professional Work	21	25.9	8	11.6
Public Transportation, Utilities, or Communication Work	0	0.0	1	1.5
Construction Work	0	0.0	0	0.0
Finance or Insurance Work	1	1.2	0	0.0
Other	9	11.1	4	5.8
Total	81	99.9	69	100.2

Table 74. Realistic Lifetime Career Expectations of Crisp County Grade 12 Total 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	24	16.8	24	21.2
Managerial Work - Farm	6	4.2	4	3.5
Managerial Work - Business	13	9.1	12	10.6
Sales Work	1	.7	2	1.8
Skilled Trade Work	11	7.7	8	7.1
Factory Work - Product Processing	4	2.8	11	9.7
Raw Material Producing Or Processing	4	2.8	4	3.5
Public Service - General	9	6.3	3	2.7
Public Service - Personal	9	6.3	7	6.2
Amusement and Recreation Service	1	.7	3	2.7
Creative Arts	3	2.1	2	1.8
Performing Arts	6	4.2	3	2.7
Professional Work	33	23.1	16	14.2
Public Transportation, Utilities, or Communication Work	2	1.4	1	.9
Construction Work	1	.7	0	0.0
Finance or Insurance Work	1	.7	0	0.0
Other	15	10.5	13	11.5
Total	143	99.1	113	100.1

Table 75. Immediate Post-Education Career Ambitions of Crisp County Grade 12 Boys 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	1	1.6	3	6.8
Managerial Work - Farm	5	8.1	2	4.6
Managerial Work - Business	7	11.3	7	15.9
Sales Work	5	8.1	1	2.3
Skilled Trade Work	10	16.1	6	13.6
Factory Work - Product Processing	1	1.6	2	4.6
Raw Material Producing Or Processing	2	3.2	1	2.3
Public Service - General	3	4.8	3	6.8
Public Service - Personal	4	6.5	2	4.6
Amusement and Recreation Service	1	1.6	1	2.3
Creative Arts	1	1.6	0	0.0
Performing Arts	3	4.8	1	2.3
Professional Work	12	19.4	7	15.9
Public Transportation, Utilities, or Communication Work	1	1.6	0	0.0
Construction Work	2	3.2	0	0.0
Finance or Insurance Work	0	0.0	0	0.0
Other	4	6.5	8	18.2
Total	62	100.0	44	100.2

Table 76. Immediate Post-Education Career Ambitions of Crisp County Grade 12 Girls 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	20	24.7	21	30.4
Managerial Work - Farm	2	2.5	1	1.5
Managerial Work - Business	6	7.4	6	8.7
Sales Work	0	0.0	0	0.0
Skilled Trade Work	2	2.5	2	2.9
Factory Work - Product Processing	1	1.2	6	8.7
Raw Material Producing Or Processing	1	1.2	4	5.8
Public Service - General	3	3.7	1	1.5
Public Service - Personal	3	3.7	5	7.3
Amusement and Recreation Service	1	1.2	2	2.9
Creative Arts	4	4.9	1	1.5
Performing Arts	4	4.9	2	2.9
Professional Work	23	28.4	13	18.8
Public Transportation, Utilities, or Communication Work	0	0.0	0	0.0
Construction Work	0	0.0	0	0.0
Finance or Insurance Work	3	3.7	0	0.0
Other	8	9.9	5	7.3
Total	81	99.9	69	100.2

Table 77. Immediate Post-Education Career Ambitions of Crisp County Grade 12 Total 1975-76 [204]

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	21	14.7	24	21.2
Managerial Work - Farm	7	4.9	3	2.7
Managerial Work - Business	13	9.1	13	11.5
Sales Work	5	3.5	1	.9
Skilled Trade Work	12	8.4	8	7.1
Factory Work - Product Processing	2	1.4	8	7.1
Raw Material Producing Or Processing	3	2.1	5	4.4
Public Service - General	6	4.2	4	3.5
Public Service - Personal	7	4.9	7	6.2
Amusement and Recreation Service	2	1.4	3	2.7
Creative Arts	5	3.5	1	.9
Performing Arts	7	4.9	3	2.7
Professional Work	35	24.5	20	17.7
Public Transportation, Utilities, or Communication Work	1	.7	0	0.0
Construction Work	2	1.4	0	0.0
Finance or Insurance Work	3	2.1	0	0.0
Other	12	8.4	13	11.5
Total	143	100.1	113	100.1

Table 78. Immediate Post-Education Career Expectations of Crisp[205] County Grade 12 Boys 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	5	8.1	4	9.1
Managerial Work - Farm	4	6.5	4	9.1
Managerial Work - Business	4	6.5	7	15.9
Sales Work	1	1.6	1	2.3
Skilled Trade Work	8	12.9	7	15.9
Factory Work - Product Processing	2	3.2	1	2.3
Raw Material Producing Or Processing	3	4.8	0	0.0
Public Service - General	5	8.1	1	2.3
Public Service - Personal	8	12.9	1	2.3
Amusement and Recreation Service	1	1.6	2	4.6
Creative Arts	0	0.0	1	2.3
Performing Arts	2	3.2	1	2.3
Professional Work	12	19.4	5	11.4
Public Transportation, Utilities, or Communication Work	3	4.8	0	0.0
Construction Work	1	1.6	0	0.0
Finance or Insurance Work	0	0.0	0	0.0
Other	3	4.8	9	20.5
Total	62	100.0	44	100.3

Table 79. Immediate Post-Education Career Expectations of Crisp County Grade 12 Girls 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	25	30.9	29	42.0
Managerial Work - Farm	1	1.2	2	2.9
Managerial Work - Business	7	8.6	4	5.8
Sales Work	1	1.2	0	0.0
Skilled Trade Work	3	3.7	2	2.9
Factory Work - Product Processing	1	1.2	6	8.7
Raw Material Producing Or Processing	0	0.0	2	2.9
Public Service - General	4	4.9	0	0.0
Public Service - Personal	4	4.9	5	7.3
Amusement and Recreation Service	0	0.0	1	1.5
Creative Arts	3	3.7	1	1.5
Performing Arts	2	2.5	0	0.0
Professional Work	21	25.9	10	14.5
Public Transportation, Utilities, or Communication Work	1	1.2	0	0.0
Construction Work	0	0.0	0	0.0
Finance or Insurance Work	0	0.0	0	0.0
Other	8	9.9	7	10.2
Total	81	99.8	69	100.2

Table 80. Immediate Post-Education Career Expectations of Crisp County Grade 12 Total 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	30	21.0	33	29.2
Managerial Work - Farm	5	3.5	6	5.3
Managerial Work - Business	11	7.7	11	9.7
Sales Work	2	1.4	1	.9
Skilled Trade Work	11	7.7	9	8.0
Factory Work - Product Processing	3	2.1	7	6.2
Raw Material Producing Or Processing	3	2.1	2	1.8
Public Service - General	9	6.3	1	.9
Public Service - Personal	12	8.4	6	5.3
Amusement and Recreation Service	1	.7	3	2.7
Creative Arts	3	2.1	2	1.8
Performing Arts	4	2.8	1	.9
Professional Work	33	23.1	15	13.3
Public Transportation, Utilities, or Communication Work	4	2.8	0	0.0
Construction Work	1	.7	0	0.0
Finance or Insurance Work	0	0.0	0	0.0
Other	11	7.7	16	14.2
Total	143	100.1	113	100.2

Table 81. Lifetime Career Ambitions of Liberty County Grade 11 Boys 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	2	4.2	0	0.0
Managerial Work - Farm	0	0.0	1	2.9
Managerial Work - Business	1	2.1	0	0.0
Sales Work	0	0.0	0	0.0
Skilled Trade Work	20	41.7	16	45.7
Factory Work - Product Processing	0	0.0	0	0.0
Raw Material Producing Or Processing	0	0.0	0	0.0
Public Service - General	2	4.2	3	8.6
Public Service - Personal	0	0.0	0	0.0
Amusement and Recreation Service	2	4.2	0	0.0
Creative Arts	1	2.1	0	0.0
Performing Arts	1	2.1	0	0.0
Professional Work	10	20.8	4	11.4
Public Transportation, Utilities, or Communication Work	3	6.3	1	2.9
Construction Work	3	6.3	3	8.6
Finance or Insurance Work	0	0.0	0	0.0
Other	3	6.3	7	20.0
Total	48	100.3	35	100.1

Table 82. Lifetime Career Ambitions of Liberty County Grade 11 Girls 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	13	26.5	7	16.3
Managerial Work - Farm	0	0.0	0	0.0
Managerial Work - Business	0	0.0	0	0.0
Sales Work	0	0.0	0	0.0
Skilled Trade Work	0	0.0	1	2.3
Factory Work - Product Processing	0	0.0	0	0.0
Raw Material Producing Or Processing	0	0.0	0	0.0
Public Service - General	0	0.0	1	2.3
Public Service - Personal	1	2.0	2	4.7
Amusement and Recreation Service	1	2.0	1	2.3
Creative Arts	2	4.1	6	14.0
Performing Arts	6	12.3	6	14.0
Professional Work	23	46.9	16	37.2
Public Transportation, Utilities, or Communication Work	1	2.0	1	2.3
Construction Work	0	0.0	0	0.0
Finance or Insurance Work	0	0.0	0	0.0
Other	2	4.1	2	4.7
Total	49	99.9	43	100.1

Table 83. Lifetime Career Ambitions of Liberty County Grade 11

Total 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	15	15.5	7	9.0
Managerial Work - Farm	0	0.0	1	1.3
Managerial Work - Business	1	1.0	0	0.0
Sales Work	0	0.0	0	0.0
Skilled Trade Work	20	20.6	17	21.8
Factory Work - Product Processing	0	0.0	0	0.0
Raw Material Producing Or Processing	0	0.0	0	0.0
Public Service - General	2	2.1	4	5.1
Public Service - Personal	1	1.0	2	2.6
Amusement and Recreation Service	3	3.1	1	1.3
Creative Arts	3	3.1	6	7.7
Performing Arts	7	7.2	6	7.7
Professional Work	33	34.0	20	25.6
Public Transportation, Utilities, or Communication Work	4	4.1	2	2.6
Construction Work	3	3.1	3	3.9
Finance or Insurance Work	0	0.0	0	0.0
Other	5	5.2	9	11.5
Total	97	100.0	78	100.1

Table 84. Realistic Lifetime Career Expectations of Liberty County Grade 11 Boys 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	2	4.2	0	0.0
Managerial Work - Farm	0	0.0	0	0.0
Managerial Work - Business	1	2.1	1	2.9
Sales Work	0	0.0	1	2.9
Skilled Trade Work	18	37.5	13	37.1
Factory Work - Product Processing	3	6.3	0	0.0
Raw Material Producing Or Processing	0	0.0	0	0.0
Public Service - General	2	4.2	2	5.7
Public Service - Personal	0	0.0	1	2.9
Amusement and Recreation Service	3	6.3	1	2.9
Creative Arts	1	2.1	0	0.0
Performing Arts	0	0.0	0	0.0
Professional Work	8	16.7	5	14.3
Public Transportation, Utilities, or Communication Work	1	2.1	1	2.9
Construction Work	4	8.3	4	11.4
Finance or Insurance Work	0	0.0	0	0.0
Other	5	10.4	6	17.1
Total	48	100.2	35	100.1

Table 85. Realistic Lifetime Career Expectations of Liberty County Grade 11 Girls 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	12	24.5	13	30.2
Managerial Work - Farm	0	0.0	0	0.0
Managerial Work - Business	1	2.0	1	2.3
Sales Work	2	4.1	3	7.0
Skilled Trade Work	0	0.0	0	0.0
Factory Work - Product Processing	2	4.1	1	2.3
Raw Material Producing Or Processing	0	0.0	0	0.0
Public Service - General	1	2.0	2	4.7
Public Service - Personal	5	10.2	3	7.0
Amusement and Recreation Service	0	0.0	0	0.0
Creative Arts	1	2.0	3	7.0
Performing Arts	5	10.2	1	2.3
Professional Work	15	30.6	15	34.9
Public Transportation, Utilities, or Communication Work	0	0.0	0	0.0
Construction Work	0	0.0	0	0.0
Finance or Insurance Work	0	0.0	0	0.0
Other	5	10.2	1	2.3
Total	49	99.9	43	100.0

Table 86. Realistic Lifetime Career Expectations of Liberty County Grade 11 Total 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	14	14.4	13	16.7
Managerial Work - Farm	0	0.0	0	0.0
Managerial Work - Business	2	2.1	2	2.6
Sales Work	2	2.1	4	5.1
Skilled Trade Work	18	18.6	13	16.7
Factory Work - Product Processing	5	5.2	1	1.3
Raw Material Producing Or Processing	0	0.0	0	0.0
Public Service - General	3	3.1	4	5.1
Public Service - Personal	5	5.2	4	5.1
Amusement and Recreation Service	3	3.1	1	1.3
Creative Arts	2	2.1	3	3.9
Performing Arts	5	5.2	1	1.3
Professional Work	23	23.7	20	25.6
Public Transportation, Utilities, or Communication Work	1	1.0	1	1.3
Construction Work	4	4.1	4	5.1
Finance or Insurance Work	0	0.0	0	0.0
Other	10	10.3	7	9.0
Total	97	100.2	78	100.1

Table 87. Immediate Post-Education Career Ambitions of Liberty County Grade 11 Boys 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	2	4.2	0	0.0
Managerial Work - Farm	0	0.0	0	0.0
Managerial Work - Business	1	2.1	1	2.9
Sales Work	0	0.0	0	0.0
Skilled Trade Work	20	41.7	13	37.1
Factory Work - Product Processing	1	2.1	0	0.0
Raw Material Producing Or Processing	0	0.0	1	2.9
Public Service - General	3	6.3	2	5.7
Public Service - Personal	0	0.0	2	5.7
Amusement and Recreation Service	1	2.1	0	0.0
Creative Arts	2	4.2	0	0.0
Performing Arts	1	2.1	0	0.0
Professional Work	7	14.6	5	14.3
Public Transportation, Utilities, or Communication Work	2	4.2	2	5.7
Construction Work	3	6.3	3	8.6
Finance or Insurance Work	1	2.1	0	0.0
Other	4	8.3	6	17.1
Total	48	100.3	35	100.0

Table 88. Immediate Post-Education Career Ambitions of Liberty County Grade 11 Girls 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	12	24.5	5	11.6
Managerial Work - Farm	0	0.0	0	0.0
Managerial Work - Business	1	2.0	1	2.3
Sales Work	0	0.0	1	2.3
Skilled Trade Work	0	0.0	0	0.0
Factory Work - Product Processing	1	2.0	1	2.3
Raw Material Producing Or Processing	0	0.0	0	0.0
Public Service - General	0	0.0	3	7.0
Public Service - Personal	4	8.2	2	4.7
Amusement and Recreation Service	1	2.0	1	2.3
Creative Arts	1	2.0	4	9.3
Performing Arts	4	8.2	4	9.3
Professional Work	21	42.9	18	41.9
Public Transportation, Utilities, or Communication Work	1	2.0	1	2.3
Construction Work	0	0.0	1	2.3
Finance or Insurance Work	0	0.0	0	0.0
Other	3	6.1	1	2.3
Total	49	99.9	43	99.9

Table 89. Immediate Post-Education Career Ambitions of Liberty County Grade 11 Total 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	4	14.4	5	6.4
Managerial Work - Farm	0	0.0	0	0.0
Managerial Work - Business	2	2.1	2	2.6
Sales Work	0	0.0	1	1.3
Skilled Trade Work	20	20.6	13	16.7
Factory Work - Product Processing	2	2.1	1	1.3
Raw Material Producing Or Processing	0	0.0	1	1.3
Public Service - General	3	3.1	5	6.4
Public Service - Personal	4	4.1	4	5.1
Amusement and Recreation Service	2	2.1	1	1.3
Creative Arts	3	3.1	4	5.1
Performing Arts	5	5.2	4	5.1
Professional Work	28	28.9	23	29.5
Public Transportation, Utilities, or Communication Work	3	3.1	3	3.9
Construction Work	3	3.1	4	5.1
Finance or Insurance Work	1	1.0	0	0.0
Other	7	7.2	7	9.0
Total	97	100.1	78	100.1

Table 90. Immediate Post-Education Career Expectations of Liberty County Grade 11 Boys 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	2	4.2	0	0.0
Managerial Work - Farm	0	0.0	0	0.0
Managerial Work - Business	1	2.1	0	0.0
Sales Work	0	0.0	0	0.0
Skilled Trade Work	20	41.7	13	37.1
Factory Work - Product Processing	0	0.0	0	0.0
Raw Material Producing Or Processing	0	0.0	1	2.9
Public Service - General	3	6.3	1	2.9
Public Service - Personal	0	0.0	1	2.9
Amusement and Recreation Service	3	6.3	0	0.0
Creative Arts	1	2.1	0	0.0
Performing Arts	0	0.0	0	0.0
Professional Work	7	14.6	4	11.4
Public Transportation, Utilities, or Communication Work	3	6.3	3	8.6
Construction Work	4	8.3	5	14.3
Finance or Insurance Work	0	0.0	1	2.9
Other	4	8.3	6	17.1
Total	48	100.2	35	100.1

Table 91. Immediate Post-Education Career Expectations of Liberty County Grade 11 Girls 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	14	28.6	9	20.9
Managerial Work - Farm	1	2.0	0	0.0
Managerial Work - Business	1	2.0	0	0.0
Sales Work	0	0.0	4	9.3
Skilled Trade Work	0	0.0	1	2.3
Factory Work - Product Processing	1	2.0	2	4.7
Raw Material Producing Or Processing	0	0.0	0	0.0
Public Service - General	2	4.1	2	4.7
Public Service - Personal	4	8.2	4	9.3
Amusement and Recreation Service	0	0.0	0	0.0
Creative Arts	1	2.0	3	7.0
Performing Arts	5	10.2	1	2.3
Professional Work	17	34.7	16	37.2
Public Transportation, Utilities, or Communication Work	1	2.0	1	2.3
Construction Work	0	0.0	0	0.0
Finance or Insurance Work	0	0.0	0	0.0
Other	2	4.1	0	0.0
Total	49	99.9	43	100.0

Table 92. Immediate Post-Education Career Expectations of Liberty County Grade 11 Total 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	16	16.5	9	11.5
Managerial Work - Farm	1	1.0	0	0.0
Managerial Work - Business	2	2.1	0	0.0
Sales Work	0	0.0	4	5.1
Skilled Trade Work	20	20.6	14	18.0
Factory Work - Product Processing	1	1.0	2	2.6
Raw Material Producing Or Processing	0	0.0	1	1.3
Public Service - General	5	5.2	3	3.9
Public Service - Personal	4	4.1	5	6.4
Amusement and Recreation Service	3	3.1	0	0.0
Creative Arts	2	2.1	3	3.9
Performing Arts	5	5.2	1	1.3
Professional Work	24	24.7	20	25.6
Public Transportation, Utilities, or Communication Work	4	4.1	4	5.1
Construction Work	4	4.1	5	6.4
Finance or Insurance Work	0	0.0	1	1.3
Other	6	6.2	6	7.7
Total	97	100.0	78	100.1

Table 93. Lifetime Career Ambitions of Liberty County Grade 12 Boys 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	1	2.2	0	0.0
Managerial Work - Farm	0	0.0	1	2.6
Managerial Work - Business	2	4.4	2	5.1
Sales Work	1	2.2	1	2.6
Skilled Trade Work	6	13.0	8	20.5
Factory Work - Product Processing	0	0.0	0	0.0
Raw Material Producing Or Processing	1	2.2	0	0.0
Public Service - General	4	8.7	6	15.4
Public Service - Personal	0	0.0	0	0.0
Amusement and Recreation Service	7	15.2	4	10.3
Creative Arts	2	4.4	3	7.7
Performing Arts	4	8.7	1	2.6
Professional Work	8	17.4	9	23.1
Public Transportation, Utilities, or Communication Work	4	8.7	2	5.1
Construction Work	3	6.5	1	2.6
Finance or Insurance Work	0	0.0	0	0.0
Other	3	6.5	1	2.6
Total	46	100.1	39	100.2

Table 94. Lifetime Career Ambitions of Liberty County Grade 12 Girls 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	8	18.6	8	20.0
Managerial Work - Farm	0	0.0	1	2.5
Managerial Work - Business	2	4.7	2	5.0
Sales Work	0	0.0	0	0.0
Skilled Trade Work	0	0.0	0	0.0
Factory Work - Product Processing	2	4.7	3	7.5
Raw Material Producing Or Processing	0	0.0	0	0.0
Public Service - General	4	9.3	1	2.5
Public Service - Personal	2	4.7	0	0.0
Amusement and Recreation Service	0	0.0	1	2.5
Creative Arts	4	9.3	4	10.0
Performing Arts	2	4.7	2	5.0
Professional Work	15	34.9	14	35.0
Public Transportation, Utilities, or Communication Work	0	0.0	0	0.0
Construction Work	0	0.0	0	0.0
Finance or Insurance Work	0	0.0	0	0.0
Other	4	9.3	4	10.0
Total	43	100.2	40	100.0

Table 95. Lifetime Career Ambitions of Liberty County Grade 12 Total 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	9	10.1	8	10.1
Managerial Work - Farm	0	0.0	2	2.5
Managerial Work - Business	4	4.5	4	5.1
Sales Work	1	1.1	1	1.3
Skilled Trade Work	6	6.7	8	10.1
Factory Work - Product Processing	2	2.3	3	3.8
Raw Material Producing Or Processing	1	1.1	0	0.0
Public Service - General	8	9.0	7	8.9
Public Service - Personal	2	2.3	0	0.0
Amusement and Recreation Service	7	7.9	5	6.3
Creative Arts	6	6.7	7	8.9
Performing Arts	6	6.7	3	3.8
Professional Work	23	25.8	23	29.1
Public Transportation, Utilities, or Communication Work	4	4.5	2	2.5
Construction Work	3	3.4	1	1.3
Finance or Insurance Work	0	0.0	0	0.0
Other	7	7.9	5	6.3
Total	89	100.0	79	100.0

Table 96. Realistic Lifetime Career Expectations of Liberty County Grade 12 Boys 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	1	2.2	1	2.6
Managerial Work - Farm	0	0.0	0	0.0
Managerial Work - Business	2	4.4	3	7.7
Sales Work	1	2.2	0	0.0
Skilled Trade Work	6	13.0	4	10.3
Factory Work - Product Processing	2	4.4	1	2.6
Raw Material Producing Or Processing	1	2.2	0	0.0
Public Service - General	9	19.6	11	28.2
Public Service - Personal	0	0.0	0	0.0
Amusement and Recreation Service	2	4.4	1	2.6
Creative Arts	3	6.5	1	2.6
Performing Arts	1	2.2	0	0.0
Professional Work	10	21.7	10	25.6
Public Transportation, Utilities, or Communication Work	1	2.2	3	7.7
Construction Work	2	4.4	2	5.1
Finance or Insurance Work	1	2.2	0	0.0
Other	4	8.7	2	5.1
Total	46	100.3	39	100.1

Table 97. Realistic Lifetime Career Expectations of Liberty County Grade 12 Girls 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	16	37.2	10	25.0
Managerial Work - Farm	0	0.0	0	0.0
Managerial Work - Business	0	0.0	1	2.5
Sales Work	0	0.0	1	2.5
Skilled Trade Work	0	0.0	0	0.0
Factory Work - Product Processing	1	2.3	2	5.0
Raw Material Producing Or Processing	0	0.0	0	0.0
Public Service - General	1	2.3	2	5.0
Public Service - Personal	6	14.0	2	5.0
Amusement and Recreation Service	0	0.0	1	2.5
Creative Arts	2	4.7	1	2.5
Performing Arts	1	2.3	0	0.0
Professional Work	11	25.6	13	32.5
Public Transportation, Utilities, or Communication Work	0	0.0	0	0.0
Construction Work	0	0.0	0	0.0
Finance or Insurance Work	0	0.0	0	0.0
Other	5	11.6	7	17.5
Total	43	100.0	40	100.0

Table 98. Realistic Lifetime Career Expectations of Liberty County Grade 12 Total 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	17	19.1	11	13.9
Managerial Work - Farm	0	0.0	0	0.0
Managerial Work - Business	2	2.3	4	5.1
Sales Work	1	1.1	1	1.3
Skilled Trade Work	6	6.7	4	5.1
Factory Work - Product Processing	3	3.4	3	3.8
Raw Material Producing Or Processing	1	1.1	0	0.0
Public Service - General	10	11.2	13	16.5
Public Service - Personal	6	6.7	2	2.5
Amusement and Recreation Service	2	2.3	2	2.5
Creative Arts	5	5.6	2	2.5
Performing Arts	2	2.3	0	0.0
Professional Work	21	23.6	23	29.1
Public Transportation, Utilities, or Communication Work	1	1.1	3	3.8
Construction Work	2	2.3	2	2.5
Finance or Insurance Work	1	1.1	0	0.0
Other	9	10.1	9	11.4
Total	89	100.0	79	100.0

Table 98. Realistic Lifetime Career Expectations of Liberty County Grade 12 Total 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	17	19.1	11	13.9
Managerial Work - Farm	0	0.0	0	0.0
Managerial Work - Business	2	2.3	4	5.1
Sales Work	1	1.1	1	1.3
Skilled Trade Work	6	6.7	4	5.1
Factory Work - Product Processing	3	3.4	3	3.8
Raw Material Producing Or Processing	1	1.1	0	0.0
Public Service - General	10	11.2	13	16.5
Public Service - Personal	6	6.7	2	2.5
Amusement and Recreation Service	2	2.3	2	2.5
Creative Arts	5	5.6	2	2.5
Performing Arts	2	2.3	0	0.0
Professional Work	21	23.6	23	29.1
Public Transportation, Utilities, or Communication Work	1	1.1	3	3.8
Construction Work	2	2.3	2	2.5
Finance or Insurance Work	1	1.1	0	0.0
Other	9	10.1	9	11.4
Total	89	100.0	79	100.0

Table 98. Realistic Lifetime Career Expectations of Liberty County Grade 12 Total 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	17	19.1	11	13.9
Managerial Work - Farm	0	0.0	0	0.0
Managerial Work - Business	2	2.3	4	5.1
Sales Work	1	1.1	1	1.3
Skilled Trade Work	6	6.7	4	5.1
Factory Work - Product Processing	3	3.4	3	3.8
Raw Material Producing Or Processing	1	1.1	0	0.0
Public Service - General	10	11.2	13	16.5
Public Service - Personal	6	6.7	2	2.5
Amusement and Recreation Service	2	2.3	2	2.5
Creative Arts	5	5.6	2	2.5
Performing Arts	2	2.3	0	0.0
Professional Work	21	23.6	23	29.1
Public Transportation, Utilities, or Communication Work	1	1.1	3	3.8
Construction Work	2	2.3	2	2.5
Finance or Insurance Work	1	1.1	0	0.0
Other	9	10.1	9	11.4
Total	89	100.0	79	100.0

Table 99. Immediate Post-Education Career Ambitions of Liberty County Grade 12 Boys 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	2	4.4	0	0.0
Managerial Work - Farm	0	0.0	0	0.0
Managerial Work - Business	3	6.5	5	12.8
Sales Work	0	0.0	0	0.0
Skilled Trade Work	8	17.4	7	18.0
Factory Work - Product Processing	0	0.0	0	0.0
Raw Material Producing Or Processing	1	2.2	0	0.0
Public Service - General	2	4.4	4	10.3
Public Service - Personal	0	0.0	0	0.0
Amusement and Recreation Service	4	8.7	4	10.3
Creative Arts	4	8.7	0	0.0
Performing Arts	1	2.2	1	2.6
Professional Work	10	21.7	10	25.6
Public Transportation, Utilities, or Communication Work	3	6.5	5	12.8
Construction Work	1	2.2	2	5.1
Finance or Insurance Work	1	2.2	0	0.0
Other	6	13.0	1	2.6
Total	46	100.1	39	100.1

Table 100. Immediate Post-Education Career Ambitions of Liberty County Grade 12 Girls 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	10	23.3	9	22.5
Managerial Work - Farm	0	0.0	0	0.0
Managerial Work - Business	0	0.0	0	0.0
Sales Work	1	2.3	0	0.0
Skilled Trade Work	0	0.0	0	0.0
Factory Work - Product Processing	2	4.7	1	2.5
Raw Material Producing Or Processing	0	0.0	0	0.0
Public Service - General	1	2.3	2	5.0
Public Service - Personal	2	4.7	2	5.0
Amusement and Recreation Service	0	0.0	0	0.0
Creative Arts	5	11.6	4	10.0
Performing Arts	1	2.3	0	0.0
Professional Work	15	34.9	15	37.5
Public Transportation, Utilities, or Communication Work	0	0.0	0	0.0
Construction Work	0	0.0	0	0.0
Finance or Insurance Work	0	0.0	1	2.5
Other	6	14.0	6	15.0
Total	43	100.1	40	100.0

Table 101. Immediate Post-Education Career Ambitions of Liberty County Grade 12 Total 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	12	13.5	9	11.4
Managerial Work - Farm	0	0.0	0	0.0
Managerial Work - Business	3	3.4	5	6.3
Sales Work	1	1.1	0	0.0
Skilled Trade Work	8	9.0	7	8.9
Factory Work - Product Processing	2	2.3	1	1.3
Raw Material Producing Or Processing	1	1.1	0	0.0
Public Service - General	3	3.4	6	7.6
Public Service - Personal	2	2.3	2	2.5
Amusement and Recreation Service	4	4.5	4	5.1
Creative Arts	9	10.1	4	5.1
Performing Arts	2	2.3	1	1.3
Professional Work	25	28.1	25	31.7
Public Transportation, Utilities, or Communication Work	3	3.4	5	6.3
Construction Work	1	1.1	2	2.5
Finance or Insurance Work	1	1.1	1	1.3
Other	12	13.5	7	8.9
Total	89	100.2	79	100.2

Table 102. Immediate Post-Education Career Expectations of Liberty County Grade 12 Boys 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	1	2.2	0	0.0
Managerial Work - Farm	0	0.0	1	2.6
Managerial Work - Business	3	6.5	2	5.1
Sales Work	0	0.0	0	0.0
Skilled Trade Work	3	6.5	6	15.4
Factory Work - Product Processing	1	2.2	0	0.0
Raw Material Producing Or Processing	1	2.2	0	0.0
Public Service - General	4	8.7	6	15.4
Public Service - Personal	1	2.2	0	0.0
Amusement and Recreation Service	3	6.5	3	7.7
Creative Arts	4	8.7	1	2.6
Performing Arts	1	2.2	1	2.6
Professional Work	11	23.9	10	25.6
Public Transportation, Utilities, or Communication Work	3	6.5	3	7.7
Construction Work	4	8.7	4	10.3
Finance or Insurance Work	1	2.2	0	0.0
Other	5	10.9	2	5.1
Total	46	100.1	39	100.1

Table 103. Immediate Post-Education Career Expectations of Liberty County Grade 12 Girls 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	16	37.2	12	30.0
Managerial Work - Farm	0	0.0	0	0.0
Managerial Work - Business	0	0.0	2	5.0
Sales Work	0	0.0	0	0.0
Skilled Trade Work	0	0.0	0	0.0
Factory Work - Product Processing	2	4.7	1	2.5
Raw Material Producing Or Processing	0	0.0	0	0.0
Public Service - General	3	7.0	2	5.0
Public Service - Personal	4	9.3	4	10.0
Amusement and Recreation Service	0	0.0	0	0.0
Creative Arts	1	2.3	1	2.5
Performing Arts	2	4.7	1	2.5
Professional Work	10	23.3	11	27.5
Public Transportation, Utilities, or Communication Work	0	0.0	0	0.0
Construction Work	0	0.0	0	0.0
Finance or Insurance Work	0	0.0	0	0.0
Other	5	11.6	6	15.0
Total	43	100.1	40	100.0

Table 104. Immediate Post-Education Career Expectations of Liberty County Grade 12 Total 1975-76

Career Plans	Pre f	Pre %	Post f	Post %
Office Work	17	19.1	12	15.2
Managerial Work - Farm	0	0.0	1	1.3
Managerial Work - Business	3	3.4	4	5.1
Sales Work	0	0.0	0	0.0
Skilled Trade Work	3	3.4	6	7.6
Factory Work - Product Processing	3	3.4	1	1.3
Raw Material Producing Or Processing	1	1.1	0	0.0
Public Service - General	7	7.9	8	10.1
Public Service - Personal	5	5.6	4	5.1
Amusement and Recreation Service	3	3.4	3	3.8
Creative Arts	5	5.6	2	2.5
Performing Arts	3	3.4	2	2.5
Professional Work	21	23.6	21	26.6
Public Transportation, Utilities, or Communication Work	3	3.4	3	3.8
Construction Work	4	4.5	4	5.1
Finance or Insurance Work	1	1.2	0	0.0
Other	10	11.2	8	10.1
Total	89	100.2	79	100.1